

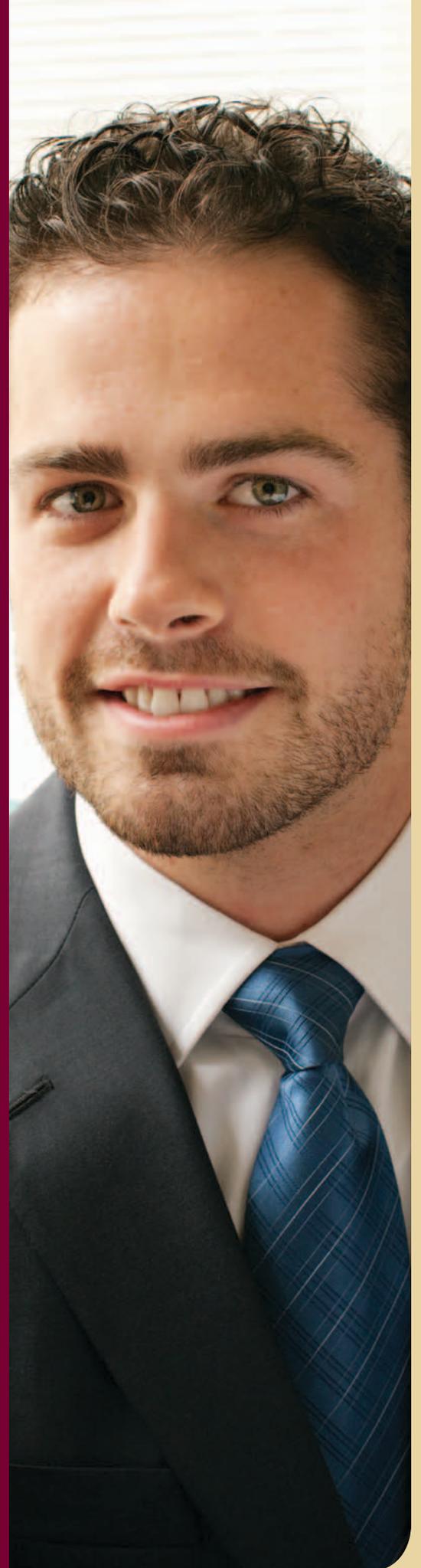


The College Board National Office for School
Counselor Advocacy (NOSCA)

School Counselors Literature and Landscape Review

The State Of School
Counseling In America

CIVIC
ENTERPRISES



The Annual Survey of School Counselors was made possible with support from the Kresge Foundation. The College Board Advocacy & Policy Center is grateful for the Kresge Foundation's commitment to this important work.

THE KRESGE FOUNDATION

About the Kresge Foundation

The Kresge Foundation is a \$2.9 billion private, national foundation that seeks to influence the quality of life for future generations through its support of nonprofit organizations in six fields of interest: arts and culture, community development, education, the environment, health, and human services. Fostering greater access to and success in postsecondary education for low-income, minority and first-generation college students is the focus of Kresge's Education grantmaking. In 2010, Kresge awarded more than \$23 million in grants to support higher education in the United States and South Africa.

For more information, please visit www.kresge.org

School Counselors Literature and Landscape Review

The State Of School
Counseling In America

Produced for the College Board
Advocacy & Policy Center by

CIVIC
ENTERPRISES

November 2011

Acknowledgments

The College Board together with Civic Enterprises would like to give a special thanks to everyone who worked to author and create this outstanding report. Specifically we would like to thank the authors of this report, John Bridgeland, president and CEO at Civic Enterprises and Mary Bruce, education policy analyst at Civic Enterprises.

The authors would like to recognize the contributions and assistance of the following individuals in completing this project: Crystal Anguay, 2011 fellow at Civic Enterprises; Aaron Gold, intern at Civic Enterprises; Megan Hoot, chief of staff at Civic Enterprises; Avery Newton, intern at Civic Enterprises; and Chris Wagner of Civic Enterprises; Geoff Garin, president of Hart Research, Allan Rivlin, partner at Hart Research, Corrie Hunt, senior analyst at Hart Research; James Hazzard, assistant analyst at Hart Research; and Talia Stein, assistant analyst at Hart Research; Patricia Martin, vice president at the College Board Advocacy & Policy Center National Office for School Counselor Advocacy; Vivian Lee, director at the College Board Advocacy & Policy Center National Office for School Counselor Advocacy; Dominique Jones, program coordinator at College Board Advocacy & Policy Center National Office for School Counselor Advocacy; Christen Pollock, vice president at the College Board Advocacy & Policy Center; John Michael Lee Jr., policy director at the Advocacy & Policy Center; Rosalina Colon project manager at the College Board Advocacy & Policy Center; Mandy Savitz-Romer of the Harvard Graduate School of Education; Bob Giannino-Racine and Erin Cox Weinberg of ACCESS Boston.

Contents

Introduction	4	Technology	32
Executive Summary	6	Leadership and Advocacy	33
Counselors as Professionals	9	The Role of Philanthropy	34
The Role of the Counselor	9	Conclusion	35
Preservice Training	11	Bibliography by Subject	36
Certification and Licensing	13		
Hiring and Oversight	14		
In-Service Training	14		
Professional Organizations	15		
Accountability and Standards	16		
Counselors and Their Students	18		
Nonacademic Supports	18		
Student Social Supports	18		
School Violence, Bullying and School Climate	19		
Family and Community Outreach	20		
Academic Supports	21		
Career Exploration and Readiness	21		
College Application Process	22		
Financial Aid and Planning	23		
The Counseling Experience for Student Subgroups	24		
Student Academic Success	25		
Counselors and the Educational System	27		
Federal, State and Local Law	27		
District Coordination and Planning	28		
Schoolwide Coordination and Planning	28		
The College-Going Environment	30		
School and College Relationships	31		
Data and Research	32		

Introduction

This review of school counseling in America comes at a time when the interest in and the importance of college attainment are high. Across the country, large numbers of young people are dreaming about and planning on attending college. A poll released in 2005 showed that 87 percent of all young people want to go to college.¹ Young people are not alone in thinking about college; parents, especially those of minority groups that are underrepresented in higher education, also see a need for postsecondary education. In fact, 92 percent of African American parents and 90 percent of Hispanic parents consider college for their children to be very important, as do 78 percent of Caucasian parents.²

Often, however, parents' and students' dreams for the future are not being realized. Many young people never enroll in a postsecondary institution, and of those who do enroll in college, few graduate. Current statistics show that only 44 percent of high school freshmen and 69 percent of recent high school graduates enroll in a postsecondary institution.³ These statistics shed light on the severity of the U.S. high school dropout crisis, with one-fourth of all public high school students and 40 percent of minorities failing to graduate on time.⁴ Of the students who do complete high school, only 57 percent complete a bachelor's degree within six years, and only 28 percent complete an associate degree within three years.⁵

A labor market skills gap accompanies this crisis in high school and college completion. Unlike a generation ago, the majority of job openings in the next decade will require at least some postsecondary education.⁶ Experts estimate that

American businesses are in need of 97 million middle and highly skilled workers, yet only 45 million Americans currently possess the necessary education and skills to qualify for these positions.⁷ This skills gap illustrates the importance of today's postsecondary credentials and sheds light on why postsecondary planning is increasingly an essential component of high-quality school counseling.

Counselors are uniquely positioned to address these key gaps in education and workforce development. As such, the purpose of this document is threefold: first, to provide a review of the available research on this under-researched and under-leveraged element of the education system; second, to create a resource that is useful to practitioners and to the public; and third, to inform a report that will both incorporate the findings of a nationally representative survey of school counselors, sponsored by the College Board and conducted by Peter D. Hart Research Associates, and make recommendations for paths forward.

The findings presented here review current and historical research, statistics, reports, studies, evaluations, surveys, trends and gaps, and other information relevant to the work and role of the school counselor today. In all, counseling is a less well-researched area in comparison to other topics in education, which seems misaligned with the potential impact that school counselors could have on students' educational success. For example, utilizing Google Scholar, a database that includes America's largest scholarly publishers, the search term "teacher" produced more than two million results and "superintendent" produced more than half a million. By comparison, "school counselor" produced just 230,000 results and "guidance counselor" only 116,000.⁸

Despite the limited research on counselors, substantial research has been conducted on certain aspects of the counseling field. These include individual and group counseling, crisis counseling, student welfare, and other subjects linked to psychology and mental health counseling. A number of efforts to collect longitudinal data related to school counselors and their impact on students now offer a growing potential for continued investment in research and data collection. It seems that in recent years, researchers

1 Bridgeland, J. M. et al. (2006). *The Silent Epidemic: Perspective of High School Dropouts*. Civic Enterprises.

2 Bridgeland, J. M. et al. (2008). *One Dream, Two Realities: Perspectives of Parents on America's High Schools*. Civic Enterprises, citing a poll released by MTV and the National Governors Association.

3 National Center for Education Statistics. (2009). "Table 201: Recent High School Completers and Their Enrollment in College, by Race/Ethnicity." U.S. Department of Education Institute of Education Sciences. Retrieved from: http://nces.ed.gov/programs/digest/d09/tables/dt09_201.asp?referrer=list

Mortenson, T. (2008). "Postsecondary Opportunity." *The National Center for Higher Education Management Systems*. Retrieved from: <http://www.higheredinfo.org/dbrowser/index.php?submeasure=62&year=2008&level=nation&mode=data&state=0>

4 Balfanz, R. et al. (2010). *Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic*. Civic Enterprises.

5 National Center for Education Statistics. (2009). "Table 331: Graduation Rates of First-Time Postsecondary Students Who Started as Full-Time Degree-Seeking Students." U.S. Department of Education Institute of Education Sciences. Retrieved from: http://nces.ed.gov/programs/digest/d09/tables/dt09_331.asp?referrer=report

6 Georgetown University Center on Education and Workforce. "College Is Still the Best Option." Georgetown University. Retrieved from: <http://www9.georgetown.edu/>

7 Gordon, E. E. (2009). *The Global Talent Crisis*. *The Futurist*, September–October 2009, 34–39.

8 The search terms, "teacher," "superintendent," "school counselor" and "guidance counselor" were entered separately at <http://scholar.google.com/> on July 17, 2011.

have paid increased attention to college admission, financial aid, family and community outreach, and bullying and school safety. However, the distribution of this research is far from uniform. Other research areas have received scant attention or have been informed primarily by small-scale or qualitative studies. These include counselor training and certification, technology, data usage and counselor accountability, and the role of counselors as leaders in education reform. For some of these fields, there is little indication that additional research is on the horizon.

To ensure that the research reviewed here is current, most sources are limited to the past decade, though some older materials have been included when appropriate. Because the scope of the counseling field is broad, the sources used in the compilation of this report emphasize, to the greatest extent possible, the most recent and relevant work in the field. This report focuses on middle and high school counselors, excluding work on elementary school counselors, private college admission counselors, and counselors at colleges. The research included in this review focuses on the counselor's educational role, and those functions directly related to academic achievement and college and career readiness. Among the topics covered in this report are the roles that counselors are performing today; the opportunities and challenges they face; the degree to which they and their schools are engaging in college and career readiness counseling; the relationship between counseling and student academic achievement; the data systems that are in place or could be put in place to track performance; the potential impact of counseling on student subgroups and the range of effective counseling practices that could be expanded and scaled. Areas such as mental health counseling, student welfare, adolescent development, and crisis counseling, though rich fields, are addressed in less depth. An extensive listing of sources on these topics is included in the bibliography.

The United States education system is facing significant challenges that are affecting individuals, families, communities and the nation. Because of their unique role in schools and school systems, school counselors may have the potential to impact not only the success of our nation's students, but also the preparedness of our workforce and the health of our economy. This literature and landscape review aims to explore what research reveals about the counselor's role and potential impact on the education system.

Executive Summary

Literature and Landscape Review on the State of School Counseling in America

Counselors are an under-researched and under-leveraged resource in the education system. To gain a better understanding of the role counselors play in students' success, and to determine where and how counselors can be better leveraged in education reform, this report reviews more than 300 sources, summarizing the literature on the roles that school counselors play in helping students understand career paths, graduate from high school, gain admission to college, apply for financial aid, succeed in a postsecondary institution and enter the workforce. The report focuses on middle and high school counselors, excluding work on elementary school counselors, private college admission counselors, and counselors at colleges. The research included in this review focuses on the counselor's educational role, and those functions directly related to academic achievement and college and career readiness. Areas such as mental health counseling, student welfare, adolescent development and crisis counseling, though rich fields, are addressed in less depth.

In all, the research suggests that counselors in schools across the country are eager to help students navigate the educational system, but that these professionals often lack a well-defined role, preventing them from consistently supporting students' academic success. In the best cases, counselors design long-term programs that recognize early warning signs of academic and emotional struggles and potential disengagement from school. Counselors create and foster a support system that keeps students in school and prepares them for high school graduation and postsecondary success. Despite the good intentions of many of these professionals, research suggests that little alignment exists among counselor training, work assignments and school goals. Instead, there seems to be consistent *misalignment* between the counseling field and the education system. Some of the most discussed educational goals — including college and career readiness — are among the most poorly aligned with counselor training. Some of the most powerful themes in education today — data and accountability — are among the least researched topics in counseling. Simply put, the counselors' role is not clearly defined, measures of accountability are not in place, and counselors are often missing from efforts at the local, state and national levels to reform and strengthen education.

This report is organized into three sections: counselors as professionals, counselors and their students, and counselors and the education system. By exploring each of these topics in detail, this literature and landscape review seeks to provide additional background on this under-researched and under-leveraged element of the education system and to create a resource that is useful to both counselors and to the public regarding the state of the profession and its future in education.

Counselors as Professionals

This report examines counseling as a profession, including the role of the counselor; preservice training, certification and licensing; hiring and oversight; in-service training; professional organizations; and accountability and standards. The research shows that counseling is a small, but important, segment of the professional educator workforce. According to Paisley and McMahon (2001), the "most significant challenge for school counselors rests in the ongoing debate over role definition."⁹ School counselors are hired into widely varying secondary and middle schools with job descriptions as diverse as the students they serve. In fact, there is almost no role that counselors are not asked to do. The day-to-day job of the counselor includes personal needs counseling, the choice and scheduling of school courses, academic testing, postsecondary admission counseling, occupational counseling and job placement, teaching, and other nonguidance activities (e.g., new student registration, record maintenance and other administrative tasks).¹⁰

To complicate matters, the counseling profession is facing capacity constraints, such as training and professional development, as well as student-to-counselor ratios. The training and education programs that produce the nation's school counselors have been subject to little research, and the overall effectiveness of these programs at preparing highly qualified counselors is unclear. The processes that induct counselors into the field — including preservice training, certification and hiring — lack data to support effective practices. Those that follow — including mentoring and professional development — have similarly limited

⁹ Paisley, P. O. & McMahon, H.G. (2001). School Counseling for the 21st Century: Challenges and Opportunities. *Professional School Counseling*, 5(2), 106–115.

¹⁰ National Association for College Admission Counseling. (2008). Counseling Trends Survey; Schimmel, C. (2008). "School Counseling: A Brief Historical Overview." West Virginia Department of Education. Retrieved from: <http://wvde.state.wv.us/counselors/history.html>

data to inform school and institutional decision making. In terms of ratios, the American School Counselor Association (ASCA) currently recommends a student-to-counselor ratio of 250:1. However, the national average ratio as of 2009 was substantially higher at 457:1, and in some states the figure soared to 814:1 (California) or 759:1 (Minnesota).¹¹ These ratios affect student success. For example, research has demonstrated that lower student-to-counselor ratios correlate to fewer instances of disciplinary problems.¹² This study also concluded that counselors, when compared to other education professionals, are among the most cost-effective options to help boost student achievement.¹³

There is little indication that research in counseling over the past decade has followed similar patterns as research in education and teaching — and nowhere is this more apparent than in the areas of data, standards and accountability. These fields, which have become central to teaching, instruction, and whole-school reform under No Child Left Behind (NCLB), have received little attention in the counseling sphere. The shift to a standards-based movement has been more focused in the teaching field than it has in counseling. Some leaders in the field, however, explain that “the school counseling community has positioned itself as an influential partner in contemporary school improvement with the expressed purpose to eliminate the barriers to educational opportunity for every student [through] principles of leadership, advocacy, teaming and collaboration, and data-driven decision making.”¹⁴ The Education Trust was the first organization to engage in advocacy efforts to push the counseling profession to establish standards and accountability to influence student outcomes with its Transforming School Counseling initiative (TSC) that was started in the early 1990s. Since that time, the National Standards (1997), the ASCA National Model (2003, 2005), the School Counselor Competencies (2008), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards may be beginning to influence outcomes in the counseling field.¹⁵

11 U.S. Department of Education, National Center for Education Statistics. (2008). “Common Core of Data.” U.S. Department of Education Institute of Education Sciences; National Center for Education Statistics. (2009). “Common Core of Data.” U.S. Department of Education Institute of Education Sciences.

12 Carrell, S. E. & Carrell, S. A. (2006). Do Lower Student-to-Counselor Ratios Reduce School Disciplinary Problems? Contributions to *Economic Analysis & Policy*, 5(1), Article 11.

13 Carrell, S. E. & Hoekstra, M. (2010). Are School Counselors a Cost-Effective Education Input? Working Papers 396, University of Pittsburgh.

14 Dahir, C. A. & Stone, C. B. (2012). *The Transformed School Counselor*, Second Edition. Belmont, CA: Brooks/Cole.

15 Dahir, C. A. & Stone, C. B. (2012). *The Transformed School Counselor*, Second Edition. Belmont, CA: Brooks/Cole.

Although accountability measures remain relatively uneven and under-implemented in the counseling field, especially in terms of federal legislation, the foremost professional counseling organizations have been leading advocates for implementing accountability measures and increasing data-driven counseling practices.

Counselors and Their Students

Counselors serve their students in a variety of ways, and their efforts can generally be categorized into academic and nonacademic supports. In terms of academic supports, this report covers career exploration and readiness; the college application process; financial aid and planning, and the academic success of students. In terms of nonacademic supports, this report includes social supports; school violence and bullying; student welfare; and family and community outreach.

The majority of the existing research on school counseling focuses on the interaction between counselors and their students. This extensive body of research draws heavily from the domains of psychology, adolescent development and mental health counseling. Substantial focus is placed on the role of the counselor in leading group and individual counseling sessions, recognizing and treating student emotional and mental health issues, managing student behavior and disciplinary problems, creating a positive school climate, reducing negative student behaviors including bullying, and providing student crisis and trauma counseling. This vision of the school counselor values the provision of personal and group counseling, and is supported by research indicating that social and emotional learning leads to substantial mental, behavioral and academic gains among K–8 students.¹⁶ This conception of the school counselor, however, is sometimes at odds with both the reality of how school counselors focus their efforts and what select research reveals about counselor effectiveness.

Despite the many roles counselors play in both the academic and nonacademic realms, the research consistently shows that the work of counselors is linked to higher student aspirations and outcomes. Strong adult–student relationships can have a significant impact on student outcomes, and many students — particularly dropouts — long for a strong adult advocate in school. Although many students do not have such

16 Payton, J. et al., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B. & Pachan, M. (2008). The positive impact of social and emotional learning for kindergarten to eighth-grade students. Collaborative for Academic, Social, and Emotional Learning.

an advocate, and many do not identify counselors as a key resource, counselors are uniquely positioned to fill this role. As advocates and advisers, counselors can, and often do, serve as gatekeepers to college and career opportunities for their students, providing resources to develop the soft and hard skills required for success.

This report also covers the counseling experiences of student subgroups. Although research is limited, it seems the quality, consistency, accessibility and perception of counseling services varies among student subgroups, with more favorable services often provided to students from higher socioeconomic backgrounds. Further, the work of counselors is often more complex in lower-resourced areas. Because counselors have unique training and can offer specialized academic and nonacademic supports, their work may have the highest impact on these students with the greatest need.

Counselors and the Educational System

This report covers counselors and the educational system, including federal, state and local law; district coordination and planning; schoolwide coordination and planning; college-going environments; school and college relationships; data and research; technology; and leadership and advocacy. The research shows that school counselors frequently occupy a murky area with poorly defined goals that often places them partially inside the traditional education system, and partially within a network of mental and social support services that is not uniformly tied to the rest of the education system. Despite the increased focus in the United States on academic success and postsecondary achievement, current state and federal laws pertaining to school counseling are limited, and counselors have remained largely in the background of major school reform initiatives. Although 36 states have statewide comprehensive school counseling programs as of 2011, federal and state funding for school counselors has remained minimal.¹⁷ In all, much of the confusion about, and poor deployment of, school counselors across the education system seems to rise from what has been described as a “general lack of understanding by critical stakeholders about what school counselors do that impacts student outcomes.”¹⁸

Despite this confusion, and the relative under-representation of counseling in the education reform agenda, there are

several positive trends that indicate a potentially growing role for counselors. First, the desires of students, parents and schools have increasingly shifted toward a more focused model that asks counselors to facilitate academic success by guiding students through the secondary education system, helping students to identify career goals and interests, and assisting students with financial aid and postsecondary planning. Second, NCLB, Race to the Top (RttT), and supporting philanthropic funds have increased the focus on college acceptance and completion, and emerging research shows that counselors are well positioned to address this priority.

Future Directions

Current research suggests that counseling is a field with the potential to significantly affect student outcomes. Through this contribution, the counseling profession is poised to be a significant player not just in education reform, but also — because of education’s linkages to labor market needs — in the growth of the U.S. economy. To achieve this desired result, the pathway forward for the field may lie less in individual and small group counseling and more in systemic change that enables counselors to focus on providing students with better “on-ramps” to college and career opportunities. These two very different models of counseling appear in the research: the traditional counselor as an advocate and provider of guidance, and the counselor as an efficient agent of systemic change who enables equitable access to college and career opportunities. Meanwhile, counseling lags behind in research, policy attention and funding in comparison to other educational fields, including teaching and administration. How the field chooses to reconcile these differences, and its approaches in doing so, will shape the future role of counselors, our schools and the nation.

The relative promise of the counseling profession raises serious questions about how to improve the efficacy of counseling and make counselors an integral part of the high school completion, postsecondary attainment and career readiness agendas. In addition to this literature and landscape review, Civic Enterprises, in partnership with Peter D. Hart Research Associates and the College Board, will be publishing a report in late 2011. This report aims to provide insight into how the mission, roles and effectiveness of counselors can be better leveraged to improve student success in school and in life. This report will highlight survey results from a nationally representative survey of more than 5,000 middle and high school counselors across the country, as well as make research and policy recommendations for the field and proposals for the future of the school counseling profession.

¹⁷ American School Counselor Association. (2010). “State Comprehensive School Counseling Programs.” American School Counselor Association. Retrieved from: <http://www.schoolcounselor.org/content.asp?contentid=280>

¹⁸ McGannon, W. (2005). *The Current Status of School Counseling Outcome Research*. National Center for School Counseling Outcome Research, 7.

Counselors as Professionals

The Role of the Counselor

A Historical Overview

In their early years, counselor training programs tended to embrace either a psychological or educational approach to the field, leading to confusion among teachers and school professionals about the role and function of the counselor that has yet to be fully clarified. In fact, trends in research indicate that, “the history of school counseling has depicted a profession in search of identity.”¹⁹ The practice of school counseling began informally in American schools as teachers, administrators, parents and others gave vocational and life guidance to students. Not until the 1958 National Defense Education Act provided funds to train and place school counselors did adults whose sole job was the counseling of youth establish a widespread presence in the nation’s schools. Comprehensive counseling programs that focused on both developmental psychology and educational achievement emerged by the end of the 1980s, and have largely informed current practices by the counseling profession.²⁰

In 1992, the College Board, in collaboration with The Achievement Council, published *From Gatekeeper to Advocate* challenging the role of school counselors in education reform. Following this work, in 1995, the Education Trust, veering away from the “traditional” pathways, launched the National Center for Transforming School Counseling initiative, a national effort to reshape school counseling through preservice training of school counselors that focused on equity in student outcomes and on creating counselors who would be leaders, advocates and agents of systemic change as outlined in the new Scope of the Work. By 1998, the American School Counselor Association (ASCA) created national standards for counselors and counseling programs. While comprehensive counseling programs and the ASCA model have become commonplace in American schools, misunderstandings about the role and use of school counselors remain in many parts of the field.²¹

19 Schimmel, C. (2008). “School Counseling: A Brief Historical Overview.” West Virginia Department of Education. Retrieved from: <http://wvde.state.wv.us/counselors/history.html>

20 Gysbers, N. C. & Henderson, P. (2000). *Developing and Managing Your School Guidance Program*, Third Edition. Alexandria, VA: American Counseling Association; Myrick, R. D. (1993). *Developmental Guidance and Counseling: A Practical Approach*, Second Edition. Minneapolis, MN: Educational Media Corporation.

21 American School Counselor Association. (2005). *School Counseling Principles: Foundations and Basics*. American School Counselor Association.

The Current State of the Role of Counselors

According to the Bureau of Labor Statistics’ (BLS) 2010–2011 *Occupational Outlook Handbook*, as of 2008 there were about 230,600 elementary and secondary school education administrators and 136,550 school counselors employed in elementary and secondary education.²² At that same time, there were 3,476,200 kindergarten, elementary, middle and secondary school teachers, including 659,500 middle school and 1,087,700 secondary school teachers, excluding special and vocational education teachers.²³ While counselors currently represent a small section of the education field, BLS projections for the occupations indicated a 14 percent growth from 2008 to 2010, which is higher than the national average for most fields.²⁴

The role of the counselor is, at least on paper, clearly defined. In 1997 the Education Trust developed the “New Vision for School Counseling” an extensive list that refocused the role of school counseling. Later, ASCA also created an extensive list of appropriate and inappropriate counseling activities meant to guide the use of counselors by school administrators and leaders. Yet the reality of the school counselor’s role is quite different from the appropriate activities defined by the New Vision and the ASCA lists. The day-to-day job of school counselors includes postsecondary admission counseling, the choice and scheduling of school courses, personal needs counseling, academic testing, occupational counseling and job placement, teaching, and other nonguidance activities.²⁵ Many of the tasks identified as inappropriate by ASCA, including registering and scheduling students, coordinating academic tests, maintaining student records, and preparing individual education plans, are regularly performed by counselors.²⁶ Presumably, tasks identified as “appropriate” are more relevant to counselor education and training and do

22 United States Department of Labor. (2011). “Education Administrators.” Bureau of Labor Statistics Occupational Outlook Handbook, 2010–2011. Retrieved from: <http://www.bls.gov/oco/ocos007.htm>; United States Department of Labor. (2011). “Counselors.” Bureau of Labor Statistics Occupational Outlook Handbook, 2010–2011. Retrieved from: <http://www.bls.gov/oco/ocos067.htm>

23 United States Department of Labor. (2011). “Teachers—Kindergarten, Elementary, Middle, and Secondary.” Bureau of Labor Statistics Occupational Outlook Handbook, 2010–2011. Retrieved from: <http://www.bls.gov/oco/ocos318.htm>

24 United States Department of Labor. (2009). “Counselors.” Bureau of Labor Statistics Occupational Outlook Handbook, 2010–2011. Retrieved from: http://www.bls.gov/oco/ocos067.htm#projections_data

25 Counseling tasks identified by the National Association for College Admission Counseling (NACAC) *College Trends Survey*, 2008.

26 American School Counselor Association (2005). *School Counseling Principles: Foundations and Basics*. American School Counselor Association.

not involve administrative duties that could be undertaken by staff with little or no background in school counseling. Finally, counselors face large student caseloads that greatly exceed the current ASCA recommendation of a student-to-counselor ratio of 250:1. As of 2009, the national average ratio was substantially higher at 457:1, and only five states met the recommended ratio (Louisiana, Mississippi, New Hampshire, Vermont and Wyoming).²⁷

For both counselors and their students, it often seems that there is little that the school counselor does not do over the course of a school year. Not surprisingly, it is difficult to cohesively understand and manage a group of professionals whose job is broad and whose roles vary significantly from school to school. A further challenge involves holding these professionals accountable for a job that is both broad and loosely defined. The counselor's job is, in fact, less of a defined position in schools than it is a "catchall": When schools, teachers and administrators need a job done, or when new responsibilities arise, they tend to look to the school counselor. Despite the lack of role definition, school counselors who embrace the tenants of leadership and advocacy, defining their own role and directing their own skills in appropriate directions are in "key positions to be at the vanguard of educational reform."²⁸

Recently, additional information, though limited in scope, has been gathered through national surveys of school counselors. Prior to a 2002 survey by the National Center for Education Statistics (NCES), no national data had been collected on school counseling programs and activities since the 1984 supplement to the High School and Beyond (HS&B) survey.²⁹ The 2002 survey asked questions to assess school guidance department goals, counseling programs and curricula, student participation in counseling activities, time spent delivering services, and participation in professional development. Annually updated information on school counselors has since become more readily available. The U.S. Department of Education Common Core of Data, for example, provides extensive demographic and fiscal data, including annual updates on counselor numbers and student-to-counselor ratios. Additionally, the National Association for College Admission Counseling (NACAC) produces an annual State of College Admission report based on their annual *Counseling*

Trends Survey. This survey provides demographic-specific information on student-to-counselor ratios, counseling department rankings of school counselor priorities, breakdowns of the time spent by counselors on specific activities, and professional development participation rates (see Table 1).^{30, 31}

Although national surveys have become more prevalent, they remain focused on the role of the counselor in the school, with particular attention to the amount of time spent on various counseling and non-counseling activities. The NACAC survey specifically asks counselors to identify the percentage of time spent on activities including postsecondary admission counseling, choice and scheduling of high school course work, personal needs counseling, academic testing, occupational counseling and job placement, teaching, and other non-guidance activities. Similar categories persist through other surveys, and a fuller picture of how counselors spend their time in schools appears to be the targeted outcome. Specific state-level surveys have included counselors in Kentucky, Michigan and Ohio.³² Both the questions and results of these surveys are largely consistent with national-level findings by the NACAC survey, indicating that counselors spend relatively little time on postsecondary counseling, and have responsibility for numerous administrative tasks within their respective schools.

Many new resources, guided by new directions in teaching and 21st-century learning, are beginning to define roles more tightly for school counselors. However, given the current challenges in the school counseling profession, some academics posit that "the most significant challenge for school counselors rests in the ongoing debate over role definition."³³ There is not a unified sense of which direction the field should take, and that, "calls for reexamination have ranged in motivation from the need for an active response to educational reform to concern for the neglected, yet extensive, needs of at-risk students to the belief that school

27 National Center for Education Statistics. (2009). "Common Core of Data." U.S. Department of Education Institute of Education Sciences.

28 House, R., & Martin, P. (1998). Advocating for Better Futures for all Students: A New Vision for School Counselors. *Education*, 119, 284–291.

29 Parsad, B. et al. (2003). High School Guidance Counseling: E.D. Tabs. National Center for Education Statistics.

30 National Association for College Admission Counseling. (2009) *Counseling Trends Survey*; Clinedinst, M. E. & Hawkins, D. A. (2009). 2009 State of College Admission. National Association for College Admission Counseling.

31 Clinedinst, M. E. & Hawkins, D. A. (2010). 2010 State of College Admission. National Association for College Admission Counseling.

32 Fitch, T. & Marshall, J. (2004). What Counselors Do in High-Achieving Schools: A Study on the Role of the School Counselor. *Professional School Counseling*, 7(3), 172–177. The Joyce Ivy Foundation. (2008). *The Eleven-Month Challenge: 22 Recommendations for Improving the Transition from High School to College*. The Joyce Ivy Foundation; The Joyce Ivy Foundation. (2009). *Converting High School Achievement into Adult Opportunity: The School Counselor Role and Beyond*. The Joyce Ivy Foundation.

33 Paisley, P. O. & McMahon, H.G. (2001). School Counseling for the 21st Century: Challenges and Opportunities. *Professional School Counseling*, 5(2), 106–115.

Table 1: Mean Percentage of Time that Counseling Staffs Spent on Various Tasks by School Characteristics: 2009

	Postsecondary admission counseling	Choice of scheduling of high school courses	Personal needs Counseling	Academic Testing	Occupational counseling and job placement	Teaching	Other non-guidance activities
Total	26.0%	23.7%	19.5%	14.0%	7.0%	4.9%	4.9%
Control							
Public	22.3	25.1	20.5	14.7	7.6	4.8	5
Private	53.6	12.8	11.5	9.2	2.6	5.6	4.7
Private non-parochial	57.4	11.9	8.8	8.9	2.4	5.9	4.9
Private parochial	45.3	14.9	17.5	10	3.1	5	4.1
Enrollment							
Fewer than 500 students	26.40	18.9	18.3	15.6	7.4	7.2	6.3
500-999	27.8	23.1	20.4	14.3	6.7	3.6	4.1
1000-1499	26	27.5	19.7	12.3	7	3.3	4.1
1500-1999	23.7	29.4	20.6	11.5	7.1	3.8	3.9
2000-more	21.6	32	21.5	11.6	6.2	2.9	4.1
Free and reduced-price lunch							
0 to 25 percent of students eligible	26	24.4	21.1	12.6	7.2	4.2	4.4
26 to 50 percent	20.6	23.6	20.6	15.8	8.2	5.6	5.6
51 to 75 percent	19.9	24.9	20	16.7	7.5	5	5.8
76 to 100	20.4	26.9	19.1	14.3	7.4	6.3	5.5
Students per counselor							
100 or fewer	29.9	19.1	16.4	15	7.8	6.8	5.1
101 to 200	29.1	21.5	19.8	13.1	6.8	5.2	4.5
201 to 300	25.7	24.2	20.5	12.9	7	4.7	4.9
301 to 400	22.6	26.2	20.1	14.5	7.4	4.1	5.2
401 to 500	22.5	27.9	19	15.5	6.1	3.9	5.1
More than 500	26	21.8	19	17	6.6	4.7	5

Source: NACAC Counseling Trends Survey, 2009

counselors are neither being prepared nor utilized in ways that best meet the needs of all students.”³⁴ The role of counselors in the 21st century may also be shifting along with workplace needs, national demographics, the accountability movement, and new research on education and child development.³⁵ The overwhelming assessment in the research is frank: America’s schools are not using counselors as effectively or as efficiently as is needed to ensure that students graduate from high school academically, socially and otherwise prepared for

college and ready to become contributing members of the workforce and society.

Preservice Training

Counselor preservice training occurs at the graduate level, and typically includes both academic course work and an internship or practicum experience with supervised clinical work. Programs are designed to comply with counselor certification and licensing requirements, which are set by each state and lead to some national variation in course and practicum requirements. Typically, course work in counselor training programs includes: counseling techniques, counseling theories, human growth and development; group counseling, career development, crisis intervention, coordination of services, legal and ethical issues and advocacy. Also,

34 Paisley, P. O. & McMahon, H.G. (2001). School Counseling for the 21st Century: Challenges and Opportunities. *Professional School Counseling*, 5(2), 106–115.

35 Erford, B. T. (2003). *Transforming the School Counseling Profession*. Upper Saddle River, NJ: Merrill Prentice Hall.; Baker, S. B. & Gerler, E. R., Jr. (2004). *School Counseling for the Twenty-First Century*, Fourth Edition. Upper Saddle River, NJ: Merrill Prentice Hall.; Sink, C. A. (2005). *The Contemporary School Counselor: Theory, Research, and Practice*. Boston, MA: Houghton Mifflin.

research, appraisal, multicultural counseling and specialty courses in school counseling are the standard for programs.

The competency areas of the 2009 CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards (school counseling foundations, leadership, academic development, diversity and advocacy, counseling, prevention and intervention³⁶, assessment, research and evaluation and collaboration) may also shed some light on the required knowledge, skills and practice even if a course is not named in that way as the competency must be included in the course. Programs that are not CACREP approved often work to follow those standards. The practicum and internship allow counseling students to practice under the supervision and guidance of a counselor already serving in the field, and can range from 200 to 700 hours of fieldwork.³⁷ However, despite significant revisions in the school counseling standards to include leadership, academic development, diversity and advocacy, there continues to be counselor education programs that remain focused on clinical counseling with minimal direct connections to the school environment, and often fall short of an integrative and collaborative experience that exposes counselors-in-training to relevant, school-based work.³⁸ Counselor training programs aspire to equip counselors with practical and analytic skills through a balance of academic training and internships. Internships are required to be in the school setting under CACREP guidelines, and internships last a full year. However, it is not clear if either academic training or internships adequately prepares counselors-in-training.

The research itself is minimal on where these programs excel or fall short, yet there is broad agreement in the literature that many counselor training programs are poorly aligned to current and 21st-century projections for the counseling field. Current site-based internship programs suggest several specific areas that require further development within the counseling field. The shortcomings of existing programs suggest that counselor training programs must revamp their practices to focus on criteria for selection and recruitment of candidates, curricular content, structure and sequence of courses, methods of instruction, field experiences and practices, induction process into the profession, working relationship with community partners, professional

36 School Counseling Competencies CACREP 2009 Standards. Retrieved from <http://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf> 8-20-2011

37 American School Counselor Association. (2005). *School Counseling Principles: Foundations and Basics*. American School Counselor Association.

38 Coker, K. & Schrader, S. (2004). Conducting a School-Based Practicum: A Collaborative Model. *Professional School Counseling*, 7(4), 263–267.

development for counselors educators, university/school district partnerships and university/state department partnerships,³⁹ as well as training for on-site supervisors especially if new counselors are expected to affect systemic change on schools and the counseling profession.⁴⁰ A focus on systemic action dominates perceptions of the future of counseling, with notable movement away from individual and small-group counseling. As part of this philosophical shift in counseling practice, leaders in the field note that, “transformed school counselors, unlike their predecessors who were schooled in individual and small-group interventions on behalf of selected students, will necessarily understand persons, groups, and organizations as complex systems that are embedded in a sociocultural context.”⁴¹ Counseling as a field must, in effect, prepare its professionals to be more efficient and effective agents for change.

When counselors have been asked directly about the efficacy of school counselor training through field surveys, responses have generally suggested that preservice programs do not adequately develop the skills counselors need when they begin working. For example, counselors were asked in 2005 to rank graduate course work by its importance to their current work as a school counselor.⁴² Career development ranked highly. College counseling was not even listed among the graduate courses for counselors to rank, and currently fewer than five states require course work in college advising for certification.⁴³ A 2010 survey of 304 counselors from one Southern and one Southwestern state found overall dissatisfaction with the quality of experiential learning experiences in group counseling.⁴⁴ In 2009, a similar survey of 228 doctoral student members of the American Counseling Association found that these students generally felt confident in their ability to provide leadership in the counseling field, but that this was based on prior education and leadership

39 *Eight Essential Elements for Change* (1997). The National Center for Transforming School Counseling. The Education Trust.

40 Jackson, C. M. et al. (2002). Inducting the Transformed School Counselor into the Profession. *Theory into Practice*, 41(3), 177–185.

41 Hayes, R. L. & Paisley, P. O. (2002). Transforming School Counselor Preparation Programs. *Theory into Practice*, 41(3), 169–176.

42 Perusse, R. & Goodnough, G. E. (2005). Elementary and Secondary School Counselors’ Perceptions of Graduate Preparation Programs: A National Study. *Counselor Education and Supervision*, 45(2), 109–118.

43 Savitz-Romer, M. (2011). Interview with Mandy Savitz-Romer of the Harvard Graduate School of Education, July 21, 2011.

44 Bore, S. K. et al. (2010). School Counselors’ Experiential Training in Group Work. *Journal of School Counseling*, 8(26).

experiences.⁴⁵ Counselors have also cited a general desire for more leadership training in the counseling field, as well as increased focus on classroom management, presentation skills, student engagement and basic instructional technology skills.⁴⁶ Despite these conclusions, the limited number and scope of these surveys, coupled with the substantial lack of data on the quality and relevance of preservice counselor training, hinders the development of a full picture. In the data available, however, counselors give little indication that they are wholly pleased with their preparation.

Another issue that has emerged in counselor education and training is determining how a school system can ensure it is hiring a qualified professional. A 2009 report found that there is a shortage of highly qualified counselors to address the needs of today's students, and upcoming turnover in the counseling profession is expected to be high.⁴⁷ Part of this shortage of qualified counselors stems from early-entrant hiring, which is when schools hire counselors prior to the completion of their degree program. Often, the combination of a high demand for counselors and a low supply of unemployed, fully trained counselors can lead to early-entrant hiring. As one early-entrant counselor contended, "No one else was qualified or (available) that they (the school district) could find to fill the position."⁴⁸ While the experience of working as a school counselor before degree completion can certainly be advantageous for the counselor in question as a means of training and experience, the prevalence of under-qualified counselors who are active in the field is likely to affect the quality of counseling that their students receive.

Certification and Licensing

Each of the nation's states has established standards for school counselors through either the state legislature or a governmental agency such as the State Department of Education.⁴⁹ These standards are intended to ensure that

counselors obtain an adequate minimum level of preparation and training before working in the state's public schools. Entry-level standards may be referred to as certification, licensure or endorsement and may require anything from postbaccalaureate education, experience, examinations and/or background checks. States may develop and administer their own examination of counselor skills and proficiencies, or use the common Praxis exams on counseling. In addition to meeting these entry requirements, many states require counselors to complete continuing education requirements to renew their certifications or licenses. These requirements may include completing additional graduate-level course work, attending endorsed professional development activities or workshops, or participating in other recognized training programs.⁵⁰ Counselors in private or independent schools are not required to obtain the same certifications as public school counselors, though preparation for the counseling profession, including graduate programs, is largely guided by the requirements set by each state.

No facet of counselor certification and licensure dominates the literature as heavily as the issue of mandatory teaching experience for school counselors. For years, a majority of states required all school counselors to have previous classroom experience. Although the number of states that still require counselors to have teaching experience has declined, many states still include teaching experience among the requirements for counselor certification. When counselors are asked about this issue, many state that prior teaching experience may be helpful, but it is not necessary for a counselor to be effective.⁵¹ However, teachers may perceive school counselors with prior teaching experience to be more effective than their non-teaching peers.⁵² A comparison of principals' ratings of school counselors with and without prior teaching experience found no significant difference exists at the elementary and high school levels, though principals did comment on the need for counselors to have previous teaching experience.⁵³ A separate study from 2010 notes that counselors without teaching experience are comparable to their teaching counterparts with respect to earning the respect of teachers, administrators and parents;

45 Lockard, F. W., III. (2009). Perceived Leadership Preparation in Counselor Education Doctoral Students Who Are Members of the American Counseling Association in CACREP-Accredited Programs: A Survey Examining the Next Generation of Leaders in the Profession. Dissertation, University of Toledo.

46 Stein, D. M. & DeBerard, S. (2010). Does Holding a Teacher Education Degree Make a Difference in School Counselors' Job Performance? *Journal of School Counseling*, 8(25).

47 Clemens, E. V. et al. (2009). Using Leader-Member Exchange Theory to Examine Principal-School Counselor Relationships, School Counselors' Role, Job Satisfaction, and Turnover Intentions. *Professional School Counseling*, 13(2), 75-85.

48 Portman, T. A. A. (2002). "The Opportunity Was There! A Qualitative Study of Early-Entrant School Counselors." *Professional School Counseling*, 6(1), 61-70.

49 American School Counselor Association. (2010). "State Certification Requirements." American School Counselor Association. Retrieved from: <http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=242>

50 American School Counselor Association. (2005). *School Counseling Principles: Foundations and Basics*. American School Counselor Association.

51 Smith, S. L. (2001). Teaching Experience for School Counselors: Counselor Educators' Perceptions. *Professional School Counseling*, 4(3), 216-225.

52 Quarto, C. J. (1999). Teachers' Perceptions of School Counselors With and Without Teaching Experience. *Professional School Counseling*, 2(5), 378-383.

53 Olson, M. J. & Allen, D. N. (1993). Principals' Perceptions of the Effectiveness of School Counselors With and Without Teaching Experience. *Counselor Education and Supervision*, 33(1), 10-21.

grasping school culture and policies and working with school procedures and legal issues.⁵⁴ Overall, research on the issue does not support the belief that teaching experience produces more effective counselors, and states maintaining these requirements may ultimately be shrinking their counselor pool without effective gains in counselor performance.⁵⁵

Hiring and Oversight

The hiring of school counselors, along with the supervision and oversight of counselors and counseling programs has historically received little attention by researchers and writers, and has been nearly untouched in the last decade. Despite significant attention paid to the recruitment, selection and hiring of teachers, issues of equity around the placement of highly qualified teachers, and increasing attention given to the leadership, executive training and placement of principal and superintendent candidates, there remains minimal interest in the identification and placement of talented and qualified school counselors. Nationally, school principals exercise most decision making for the hiring of school counselors, yet research shows that principals overall do not understand the role of the school counselor and therefore do not have a firm understanding of how to develop selection criteria for hiring effective school counselors.⁵⁶ Research shows that effective hiring practice requires that principals and counselors have open and clear communication regarding the scope and content of the counselor's work within the school and that the principal ensures that the training and experience of the counselor aligns with the counseling work that occurs within the school.⁵⁷

Similar problems underlie issues surrounding the supervision and oversight of counselors after they are hired. Research on this subject consistently notes the lack of implemented supervisory systems available for study, and most research points to a lack of counselor supervision and a desire among counselors for additional oversight structures, as well. A national survey of school counselors in 1992 found that

one-third of counselors reported having no supervision, another one-third reported supervision that occurred less than once a month, and most counselors reported that non-counseling professionals generally conducted the supervision. Additionally, two-thirds of respondents wanted at least monthly supervision and preferred that a credentialed counselor with supervisory training conduct this oversight. Counselors explained their desire for supervision as a need for professional support and growth opportunities, and research supports a link between counseling supervision and the skills growth of school counselors. Counselors repeatedly reported being frustrated by inconsistencies that arose when supervision was conducted by a non-counselor and displayed strong preferences for clinical and peer-supervision models that have been shown to raise counselor effectiveness, confidence, skills and professional satisfaction.⁵⁸ Historically, the most successful counselor supervisors have embodied the characteristics that they expect from counselors, demonstrated competence in a wide range of activities and possessed confident, professional leadership skills.⁵⁹ These issues concerning supervision are also central to accountability: What are counselors being asked to do, and to whom are they accountable for showing results? For now, however, minimal research is available on the topics of hiring and oversight, so their implications for student academic achievement remain unclear.

In-Service Training

Research and surveys about counselor in-service training are limited in number and scope, but trends indicate an increased emphasis on equipping counselors with the skills to support students' college readiness. For example, the 2008 NACAC *Counseling Trends Survey* indicated that only 39.9 percent of secondary schools required counselors to participate in professional development, though every state has set requirements for certification renewal.⁶⁰ A report in 2010 noted that 31 percent of high schools required counselors responsible for college counseling to participate

54 Stein, D. M. & DeBerard, S. (2010). Does Holding a Teacher Education Degree Make a Difference in School Counselors' Job Performance? *Journal of School Counseling*, 8(25).

55 Baker, S. B. (1994). Mandatory Teaching Experience for School Counselors: An Impediment to Uniform Certification Standards for School Counselors. *Counselor Education and Supervision*, 33(4), 314–326; Baker, S. B. & Herr, E. L. (1976). Can We Bury the Myth? Teaching Experience for the School Counselor. *National Association of Secondary School Principals Bulletin*, 60(403), 114–118.

56 Finkelstein, D. (2009). *A Closer Look at the Principal-Counselor Relationship: A Survey of Principals and Counselors*. The College Board.

57 Beale, A. V. & McCay, E. (2001). Selecting School Counselors: What Administrators Should Look for in Prospective Counselors. *The Clearing House*, 74(5), 257–260.

58 Studer, J. R. & Oberman, A. (2006). The Use of the ASCA National Model in Supervision. *Professional School Counseling*, 10(1), 82–87; Crutchfield, L. B. & Higgs, E. S. (1997). Impact of Two Clinical Peer Supervision Models on Practicing School Counselors. *Journal of Counseling and Development*, 75(3), 219–230; Agnew, T. et al. (2002). Peer Group Clinical Supervision Program Fosters Confidence and Professionalism. *Professional School Counseling*, 4(1), 6–12.

59 Ladany, N., & Bradley, L.J., eds. (2010). *Counselor Supervision*. New York, NY: Taylor & Francis Group.

60 American School Counselor Association. (2010). "Continuing Education Requirements." American School Counselor Association. Retrieved from: <http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=243>

in professional development related to college counseling.⁶¹ While NACAC's annual *State of College Admission* publications report professional development requirements by school demographics, they do not track counselor satisfaction with professional development.⁶² Further, a brief review of counselor professional development offerings and resources suggests that many programs are designed to cover areas left out of preservice training, including financial aid preparation, student loans, college applications and admission, and career guidance. These findings are not surprising — the national *Counseling Trends Survey* indicates that counselors spend a substantial amount of time on college and career counseling activities, and yet these subjects are largely left out of counselor preservice training. In addition, there is a lack of research and attention given to professional mentoring that occurs after the preservice practicum, and there is similarly scant research on career pathways, counselor development and professional growth. A 2009 report claims that in-service training is particularly important for counselors in order for them to develop relationships and better define their role in the school. The report reads, "although school counselors are knowledgeable and skillful in many ... areas, their role in staff development should involve the organization and planning of such in-services with other leaders both within and outside the school in order to gain optimal advantage from the diverse skill and knowledge sets in the broader school community."⁶³ Overall, as in other parts of this field, there is a substantial lack of data on the quality and relevance of in-service counselor training.

Professional Organizations

Since state and federal supports for counselors are limited, the professional infrastructure supporting counselors is composed principally of a network of active professional organizations that serve and inform the profession. These organizations serving school counselors include: the American School Counselor Association (ASCA),⁶⁴ the American Counseling Association (ACA), the Center for School Counseling Outcome Research and Evaluation (CSCORE),⁶⁵ the National Association for College Admission Counseling

(NACAC),⁶⁶ the College Board's National Office for School Counselor Advocacy (NOSCA),⁶⁷ the Education Trust's National Center for Transforming School Counseling,⁶⁸ and the Pathways to College Network.⁶⁹ Together, these organizations largely define the counseling agenda and new directions for the field, with a movement toward systemic roles for counselors that moves away from individual counseling.⁷⁰ These organizations additionally provide professional support and development to school counselors; produce research on the counseling field; engage in advocacy on behalf of counselors and the counseling field; and create national standards for school counselors, counselor training programs, and school counseling programs.

This last role, the creation of national models for school counseling programs, has been largely assumed by ASCA, which utilizes research on comprehensive and integrated counseling programs to develop a standardized program for the delivery and management of school counseling services. The ASCA National Model presents a framework for developing a school counseling program that aims to develop all students in three defined domains: academic, career, and personal/social. It is designed to be preventative, targeted to student developmental stages, collaborative, and delivered through curriculum components, individual student planning and responsive services. Under the model, a counselor's work is focused under the themes of leadership, advocacy, collaboration and teaming, and systemic change, echoing the Education Trust's 1995 tenets for Transforming School Counseling in the United States. ASCA acknowledges that the successful implementation of the model is dependent on the leadership skills of counselors, and the ability of counseling staff to retrieve, analyze and use student data. The model includes foundational goals, management and delivery systems, and accountability measures. Both the reach of ASCA and the alignment of the model with contemporary research on comprehensive counseling programs have helped define it as a nationally common base for school counseling programs.⁷¹

61 Clinedinst, M. E. & Hawkins, D. A. (2010). 2010 State of College Admission. National Association for College Admission Counseling.

62 Ibid.

63 Janson, C. (2010). Stretching Leadership: A Distributed Perspective for School Counselor Leaders. *Professional School Counseling*, 13(2), 98–106.

64 American School Counselor Association. <http://www.schoolcounselor.org/>

65 Center for School Counseling Outcome Research and Evaluation at the University of Massachusetts–Amherst School of Education. <http://www.umass.edu/schoolcounseling/>

66 National Association for College Admission Counseling. <http://www.nacacnet.org/>

67 National Office for School Counselor Advocacy, College Board Advocacy and Policy Center. <http://advocacy.collegeboard.org/college-preparation-access/national-office-school-counselor-advocacy-nosca>

68 National Center for Transforming School Counseling. The Education Trust. <http://www.edtrust.org/dc/tsc>

69 Pathways to College Network. <http://www.pathwaystocollege.net/>

70 American School Counselor Association. (2005). *School Counseling Principles: Foundations and Basics*. American School Counselor Association.

71 American School Counselor Association. (2005). *The ASCA National Model: A Framework for School Counseling Programs*. American School Counselor Association.

The College Board's NOSCA also contributes to the discussion of counselor role definition. This office has published several reports related to effective counseling practices, important relationships within schools and recommended strategic planning tools for counselors. A 2008 study examining 10 practices of effective counselors provided descriptions of each practice, followed by implementation stories from example schools that had successfully incorporated them.⁷² Although role definition is scarce across the counseling field, this evidence-based report provides clear examples of how counselors have effectively and proactively defined and fulfilled certain responsibilities.

In 2010, NOSCA elaborated on its prior model and published a report on eight components of counseling specifically related to college and career readiness. NOSCA's plan emphasizes that six of the eight components are present in elementary, middle and high school, ensuring that counselors are prepared to engage students from K–12 in cultivating college and career readiness among students.⁷³ Other NOSCA publications, including the *School Counselor Strategic Planning Tool*, presents a six-step framework that outlines the responsibilities of school counselors in aligning their work to school improvement through the use of data, setting measurable goals, developing and implementing corresponding interventions, and collecting results data linked to student outcomes. NOSCA publications provide a comprehensive outline for all counselors to follow in addition to concisely enumerating the responsibilities for which counselors can and should be held accountable. Both ASCA, as aforementioned, and NOSCA have contributed to the school counseling profession in terms of outlining responsibilities, clarifying roles and suggesting accountability measures.

Accountability and Standards

Similar to the lack of role clarity, the lack of accountability and standards in the counseling field is largely due to the dearth of research surrounding the profession. Federal education policy, including the No Child Left Behind Act (NCLB) of 2001 and the Department of Education's Race to the Top competitive grant fund (RttT) of 2009–2011, has increasingly emphasized the importance of consistent standards and accountability in the education field. Since its passage in 2001, the No Child Left Behind Act has moved education professionals to adopt broad school-based changes to focus on data and accountability. The

law does not, however, include specific provisions regarding school counselors, or fundamentally require direct changes in the role or performance of school counselors. Consequently, federal legislation has moved teachers and administrators toward data-driven decision making and new accountability and incentive provisions, while counselors are increasingly driving a movement toward data-driven counseling without much legislative support.⁷⁴

However, more organic accountability measures, as set forth by the schools themselves, still dominate the field.⁷⁵ Some education professionals suggest that a well-entrenched holistic and mental health culture has created a profession where, "an implicit assumption lingers in the minds of some school counselors that solid graduate-level training, good intentions, and strong motivation to help should be enough to 'validate' their work with students."⁷⁶ However, The Transforming School Counseling Initiative indicates that accountability is at the forefront of education reform, as represented by the ASCA National Model (2003, 2005), the School Counselor Competencies (2008), and the CACREP 2009 Standards.⁷⁷ Research is inconsistent both on how thoroughly counselors have adopted changes to accountability practices and on how widespread knowledge of the data-driven counseling movement and its standards are among school administrators.⁷⁸ Further, with accountability and data-driven decision making still in the nascent stages of implementation in the counseling field, incentives and performance-based pay have yet to emerge as issues.

Recent federal-level education policies, including No Child Left Behind and Race to the Top, prioritize and reward accountability. This trend, in turn, increases the potential importance of counselors' comfort level with understanding, collecting and using data. As accountability becomes a more significant part of the education-reform agenda and the counseling profession, counselors may be required to collect and use data to assess student outcomes, school progress, and their own impact on student achievement. However, in addition to an inconsistent use of data and accountability

74 Savitz-Romer, M. (2011). Interview with Mandy Savitz-Romer of the Harvard Graduate School of Education, July 21, 2011.

75 No Child Left Behind Act of 2001, 20 U.S.C. § 6301. (2002). Retrieved from: <http://www.ed.gov/nclb/>; Savitz-Romer, M. (2011). Interview with Mandy Savitz-Romer of the Harvard Graduate School of Education, July 21, 2011.

76 Sink, C. A. (2009). School Counselors as Accountability Leaders: Another Call for Action. *Professional School Counseling*, 13(2), 68–74.

77 Dahir, C. A. & Stone, C. B. (2011). *The Transformed School Counselor*, Second Edition. Belmont, CA: Brooks/Cole.

78 American School Counselor Association. (2005). *School Counseling Principles: Foundations and Basics*. American School Counselor Association.

72 National Office for School Counselor Advocacy. (2008). *Ten Effective Counseling Practices from the College Board's Inspiration Award Schools*. The College Board.

73 National Office for School Counselor Advocacy. (2010). *Eight Components of College and Career Readiness Counseling*. The College Board.

provisions in school-based settings; there is currently a lack of research on effective counselor practices and programs to provide counselors with adequate information to make data- and research-driven programming decisions.⁷⁹ The ASCA National Model has tried to both present a research-supported model for a school counselor program while incorporating data collection and accountability provisions. It instructs counselors to complete results reports that show whether programs were carried out, help analyze the effectiveness of programs and guide the improvement and change of programs. The ASCA model additionally identifies demographics, graduation and college-going rates, discipline and attendance data, test scores, and other student measures as potential indicators of student progress, and recommends that counseling personnel be evaluated on program implementation, evaluation and professionalism.⁸⁰

The ASCA model does not, however, insist that any direct indicators of student progress be utilized to measure counselors. Much like parallel conversations on teacher assessment and accountability, there is a divide between accountability provisions that measure overall student gains or input measures, as well as provisions that link student outcomes to the professionals who provide direct student services. Some school counseling professionals argue that school counselors must be held accountable for student achievement, school goals and performance under NCLB to avoid being marginalized as unimportant to school reform. Leading thinkers in the field have developed models such as M.E.A.S.U.R.E. (Mission, Elements, Analyze, Stakeholders, Unite, Reanalyze, and Educate) and Transformative Individual School Counseling (TISC), which link to the broader goals of NCLB and RttT.⁸¹ With an emphasis on data and measurement, these models could position school counselors as pivotal players in the school reform movement.⁸² However, these models remain largely theoretical, and researchers continue to note the lack of implemented models for study and evaluation.

79 McGannon, W. (2005). The Current Status of School Counseling Outcome Research. National Center for School Counseling Outcome Research , 7.

80 American School Counselor Association. (2005). The ASCA National Model: A Framework for School Counseling Programs. American School Counselor Association.

81 Dahir, C. A. & Stone, C. B. (2003). Accountability as a M.E.A.S.U.R.E. of the Impact School Counselors Have on Student Achievement. *Professional School Counseling*, 6(3), 214–220; Stone, C. B. & Dahir, C. A. (2004). *School Counselor Accountability: A M.E.A.S.U.R.E. of Student Success*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

82 Eschenauer, R. & Chen-Hayes, S. F. (2005). The Transformative Individual School Counseling Model: An Accountability Model for Urban School Counselors. *Professional School Counseling*, (8)3, 244–248.

Counselors and Their Students

Counselors serve their students in a variety of ways, and their efforts can generally be categorized into nonacademic and academic supports.

Nonacademic Supports

Student Social Supports

Among the many roles counselors fill in schools, they often facilitate support services and mental health referrals for students. An effective counselor can help to ensure that students receive the supports and professional attention they need to succeed in school, whereas an ineffective counselor can leave students struggling inside a system that is not responding to individual social and mental health needs. Therefore, the counselors' understanding of childhood and adolescent development, and the changing needs of students as they grow and mature, could potentially impact the longer-term successes of students.⁸³ In fact, comprehensive guidance programs, designed to meet the full social, mental and academic needs of the students, have been shown to have positive effects on students. For example, a 2003 study of 22,601 seventh-graders and 4,868 teachers found that more fully implemented comprehensive counseling programs led students to feel safer, have better relationships with teachers, be more satisfied with their education and earn higher grades.⁸⁴ Research consistently shows that the nonacademic supports that counselors often provide can also influence student achievements.

Research increasingly demonstrates that the provision of student wraparound supports is directly connected to overall student development and academic achievement. As schools look for ways to raise student performance and meet accountability expectations, ensuring that students receive adequate supports becomes an increasingly central part of the school's role. Research suggests that promoting student success by raising academic expectations is more effective when schools pair increased expectations with services that address the social and developmental needs of students.⁸⁵ According to a 2009 report, these supports play a critical role

in building the "networks, connectedness, and motivation that underpin students' willingness and capacity to take advantage of academic strategies such as tutoring, learning communities, and other helpful policies and practices."⁸⁶ Mentoring is one popular and common service to which counselors connect students, and research shows that youth, academic, career and peer mentoring lead to positive student behaviors, attitudes and increased connectedness.⁸⁷ With access to parents, teachers, administrators, health professionals and community resources, counselors are integral to the identification and matching of students and support services in schools, and to sustaining those supports throughout the student's full academic career.

Before students arrive at school they have varying levels of preparedness to engage in learning. Issues of mental and physical health may affect students, so counselors often function as the first point of contact for students seeking or needing mental health services. These school professionals must assess and direct students to appropriate services, while maintaining trusting student relationships. For example, family crises and deaths may require bereavement or grief counseling, peer support or other interventions to support students.⁸⁸ Additionally, deployed parents, prolonged family separation and the accompanying issues that affect children of active-duty soldiers have become increasingly relevant and acute over the past decade.⁸⁹ Similarly, counselors are often confronted with untreated illnesses, pregnancy and other issues related to the physical health of students. Counselors have become partners in the provision of student health care, referring students to clinics, managing special medical accommodations, providing pregnancy and child-care resources, arranging school reentry after prolonged illness and watching for warning signs of eating disorders, depression,

86 Savitz-Romer, M. et al. (2009). Removing Roadblocks to Rigor: Linking Academic and Social Supports to Ensure College Readiness and Success. Pathways to College Network.

87 DuBois, D. L. et al. (2002). Effectiveness of Mentoring Programs for Youth: A Meta-Analytic Review. *American Journal of Community Psychology*, 30(2), 157–197; Karcher, M. J. (2005). The Effects of Developmental Mentoring and High School Mentors' Attendance on Their Younger Mentees' Self-Esteem, Social Skills, and Connectedness. *Psychology in the Schools*, 42(1), 65–77.

88 Rosner, R. et al. (2010). A Meta-Analysis of Interventions for Bereaved Children and Adolescents. *Death Studies*, 34(2), 9–136.

89 Chandra, A. et al. (2010). The Impact of Parental Deployment on Child Social and Emotional Functioning: Perspectives of School Staff. *Journal of Adolescent Health*, 46(3), 218–223; Mmari, K. et al. (2009). When a Parent Goes Off to War: Exploring the Issues Faced by Adolescents and Their Families. *Youth and Society*, 40(4), 455–475.

83 Galassi, J. P. & Akos, P. (2004). Developmental Advocacy: Twenty-First Century School Counseling. *Journal of Counseling and Development*, 82(2), 146–157.

84 Lapan, R. T. et al. (2003). Helping Seventh Graders Be Safe and Successful: A Statewide Study of the Impact of Comprehensive Guidance and Counseling Programs. *Professional School Counseling* 6(3), 186–197.

85 Jenlink, P. M. (2009). *Equity Issues for Today's Educational Leaders: Meeting the Challenge of Creating Equitable Schools for All*. Lanham, MD: Rowman & Littlefield Education.

alcohol and substance use and other medical conditions.⁹⁰ The counselor is often asked to be a school's "first responder" to a range of issues that may affect the mental, physical or psychological condition of the student.

The provision of social supports may also be linked to the development of strong soft skills, including interpersonal and communications skills. Labor market research shows that the development of these skills during high school can have positive long-term effects on students. For example, a 2001 analysis of national data indicates that students' earnings nine years after graduating from high school are "significantly affected by their noncognitive behaviors in high school — their sociability, discipline, leadership and attendance — even after controlling for background characteristics and academic achievement."⁹¹ Further, research shows that employers prefer these skills to be developed by employees prior to joining the workforce. Employers report that "they do not know how to train for soft skills ... given that soft skills training is difficult, expensive, and very time consuming."⁹² Thus, counselors are in a unique position to provide support and training around soft-skills development.

School Violence, Bullying and School Climate

Creating a safe space for students is one of the first priorities of a school, and while the administration, teachers, support staff and community are all participants in the creation of the school climate, counselors are often tasked with promoting and sustaining a healthy school climate through the development of programs relating to violence prevention and other issues. Children and their families need the school to be safe not only for the immediate welfare of the students and staff, but also for enabling learning and growth in a secure and nurturing environment. School violence encompasses

a broad range of situations, actions and behaviors, including teasing, bullying, sexual harassment and assault, and criminal behavior. Counselors are often expected to be aware of and stem these behaviors through the development of awareness campaigns, mentoring, peer advising, mediation and other programs meant to develop empathy, understanding and positive morals. Family coordination, effective communication and an understanding of students all feed into the effective prevention and handling of school violence, and, typically, are the responsibility of the counselor.⁹³

School shootings and other gross acts of violence often garner the most media attention, but bullying — which remains the most persistent and widespread school violence issue in middle and secondary schools today — has gained broader attention in the past few years. Often, this serious issue is part of a school counselor's day-to-day portfolio.⁹⁴ Like larger issues of school culture and violence, effective prevention and intervention of bullying requires full school support. However, coordination of these services is typically assigned to the school counselor. Recent research has allowed counselors to begin working even earlier by identifying predictive traits of likely bullies and their victims.⁹⁵ Together, these research-based programs allow counselors to begin to address bullying before students face serious harm. Counselors are often also required to implement intervention programs after bullying has occurred, utilizing a rich reservoir of research on interventions to redress harassing or violent

90 Henry, J. et al. (2005). The School Counselor: An Essential Partner in Today's Coordinated School Health Climate. *Guidance & Counseling*, 20(3-4), 102-108; Kaffenberger, C. (2006). School Reentry for Students with a Chronic Illness: A Role for Professional School Counselors. *Professional School Counseling*, 9(3), 223-231; U.S. Department of Health and Human Services Office of Women's Health. (2000). *Bodywise: Eating Disorder Information for Middle School Personnel*. U.S. Department of Health and Human Services. Thomas, D. V. & Looney, S. (2004). Effectiveness of a Comprehensive Psycho-Educational Intervention with Pregnant and Parenting Adolescent. *Journal of Child and Adolescent Psychiatric Nursing*, 17(2), 66-77.

91 Rosenbaum, J. E. (2001). *Beyond College for All*. New York: Russell Sage in Rosenbaum, James and Person, Ann. (2003). *Beyond College for All: Policies and Practices to Improve Transitions into College and Jobs*. *Professional School Counseling*, 6(4), 252-260.

92 Miller, S. & Rosenbaum, J. E. (1997). Hiring in a Hobbesian World: Social Infrastructure and Employers' Use of Information. *Work and Occupations*, 24, 498-523; Herr, T., Wagner, S., & Halpern, R. (1996). *Making the Shoe Fit*. Unpublished manuscript, Project Match, Erikson Institute, Chicago, IL, in Rosenbaum, James and Person, Ann. (2003). *Beyond College for All: Policies and Practices to Improve Transitions into College and Jobs*. *Professional School Counseling*, 6(4), 252-260.

93 D'Andrea, M. (2004). Comprehensive School-Based Violence Prevention Training: A Developmental-Ecological Training Model. *Journal of Counseling and Development*, 82(3), 277-286; Daniels, J. A. et al. (2010). A Qualitative Investigation of Averted School Shooting Rampages. *The Counseling Psychologist*, 38(1), 69-95; Park-Higgerson, H. K. (2008). The Evaluation of School-Based Violence Prevention Programs: A Meta-Analysis. *The Journal of School Health*, 78(9), 465-479; Lapan, R. T. et al. (2003). Helping Seventh Graders Be Safe and Successful: A Statewide Study of the Impact of Comprehensive Guidance and Counseling Programs. *Professional School Counseling*, 6(3), 186-197; Sandhu, D. S. (2000). Alienated Students: Counseling Strategies to Curb School Violence. *Professional School Counseling*, 4(2), 81-85; Sandhu, D. S. & Aspy, C. B. (2000). *Violence in American Schools: A Practical Guide for Counselors*. Alexandria, VA: American Counseling Association. Schaefer-Schiomo, K. & Ginsberg, A. P. (2003). The Effectiveness of the Warning Signs Program in Educating Youth About Violence Prevention: A Study with Urban High School Students. *Professional School Counseling*, 7(1), 1-8; Smith, D. C. & Sandhu, D. S. (2004). Toward a Positive Perspective on Violence Prevention in Schools: Building Connections. *Journal of Counseling and Development*, 82(3), 287-293; Stanley, P. H. et al. (2004). Using an Invitational Theory of Practice to Create Safe and Successful Schools. *Journal of Counseling and Development*, 82(3), 302-309.

94 Cohn, A. & Canter, A. (2003). *Bullying: Facts for Schools and Parents*. National Association of School Psychologists.

95 Cook, C. R. et al. (2010). Predictors of Bullying and Victimization in Childhood and Adolescence: A Meta-Analytic Investigation. *School Psychology Quarterly*, 25(2), 65-83; Williams, K. R. & Guerra, N. G. (2007). Prevalence and Predictors of Internet Bullying. *Journal of Adolescent Health*, 41(6 Supplement), 14-21.

situations.⁹⁶ These programs incorporate reporting, coping, social supports, discipline and other forms of counseling to both correct improper behavior and recreate a safe space for students.

Just as issues of safety can impact a student's ability to learn, the relationships among students, families and the school system can also affect the access and opportunity a student receives during the school day. Counselors are often asked to serve as mediators to negotiate challenging relationships and reduce conflict among the many participants in a student's education. Many counselors organize and facilitate conflict resolution programs, which teach adolescents skills for problem solving, gaining self-confidence, and relationship building to develop long-term coping and management abilities.⁹⁷ Counselors simultaneously work on a broader scale to promote student understanding, cooperation and a positive school culture. This work can include promoting cultural understanding, mediating cultural differences and conflict resolution to address specific cross-cultural issues and instances of racism or prejudice.⁹⁸ When conflict resolution and mediation are unable to adequately address problems, counselors must often manage students after they receive discipline. This includes ensuring that suspended students receive access to curricula and instruction, and helping to reinsert suspended or expelled students into the school and classroom.⁹⁹ Counselors often are, in effect, managing the student experience in schools to ensure access to a positive and safe learning environment for all.

Family and Community Outreach

Research indicates that counselors play a significant role in creating relationships among the school, family and community, and that these relationships contribute to the

educational success of the student.¹⁰⁰ A 2007 study using data from the National Education Longitudinal Study (NELS) suggests that parental effort toward a child's education has a strong positive effect on achievement that is significant relative to the effect of school resources.¹⁰¹ Another 2007 survey of 235 ASCA members confirms these trends and the counselors' role in promoting a collaborative school climate.¹⁰² Professional literature on the topic is relatively broad¹⁰³ and includes several guides that outline programs to promote relationship building between schools and families.¹⁰⁴ Despite these resources, most schools still struggle to develop rich community and family partnerships, citing a myriad of logistical and community barriers. While some schools have delegated this work to family and community liaisons, much of this work often remains the responsibility of the counselor. Despite the fact that ASCA defines counselors as crucial to the education team and challenges them to fill this role by serving as leaders and advocates in improving parental involvement, authors suggest that the ASCA National Model "must be expanded to clearly articulate and provide evidence of ways school counselors can adequately serve students with the highest needs, such as poor and minority children."¹⁰⁵ Specifically, counselors are to be held accountable for communicating with parents and community members, disseminating information on student development, coordinating parental and community engagement opportunities, facilitating workshops and forums and evaluating the quality and progress of their offered programs.¹⁰⁶

96 Novick, R. M. & Isaacs, J. (2010). Telling is Compelling: The Impact of Student Reports of Bullying on Teacher Intervention. *Educational Psychology*, 30(3), 283–296.
Konishi, C. & Hymel, S. (2009). Bullying and Stress in Early Adolescence: The Role of Coping and Social Support. *The Journal of Early Adolescence*, 29(3), 333–356; Merrell, K. W. et al. (2008). How Effective Are School Bullying Intervention Programs? A Meta-Analysis of Intervention Research. *School Psychology Quarterly*, 23(1), 26–42; Ybarra, M. L. et al. (2007). Examining the Overlap in Internet Harassment and School Bullying: Implications for School Intervention. *Journal of Adolescent Health*, 41(6 Supplement), 42–50.

97 Hay, I. et al. (2000). Evaluation of a Conflict-Resolution and Problem-Solving Program to Enhance Adolescents' Self-Concept. *British Journal of Guidance & Counseling*, 28(1), 101–113.

98 Lee, C. (2001). Culturally Responsive School Counselors and Programs: Addressing the Needs of All Students. *Professional School Counseling*, 4(4), 163–171.
Brinson, J.A. et al. (2004). Cross-Cultural Conflict Resolution in the Schools: Some Practical Intervention Strategies for Counselors. *Journal of Counseling and Development*, 82(3), 294–301.

99 Johnson, J. L. et al. (2006). Effective Counseling Strategies for Supporting Long-Term Suspended Students. *Professional School Counseling*, 9(3), 261–264.

100 Colbert, R. (1996). The Counselor's Role in Advancing School and Family Partnerships. *The School Counselor*, 44(2), 100–104; Cicero, G. & Barton, P. (2003). "Parental Involvement, Outreach, and the Emerging Role of the Professional School Counselor." *Transforming the School Counseling Profession*, 191–207. Upper Saddle River, NJ: Merrill Prentice Hall.

101 Houtenville, A. J. & Conway, K. S. (2007). Parental Effort, School Resources, and Student Achievement. *The Journal of Human Resources*, 43(2), 437–453.

102 Bryan, J. & Holcomb-McCoy, C. (2007). An Examination of School Counselor Involvement in School-Family-Community Partnerships. *Professional School Counseling*, 10(5), 441–454; O'Callaghan, J. B. (1993). *School-Based Collaboration with Families: Constructing Family-School-Agency Partnerships that Work*. San Francisco, CA: Jossey-Bass.

103 Holcomb-McCoy, C., & Bryan, J. (2010). Advocacy and empowerment in parent consultation: Implications for theory and practice. *Journal of Counseling and Development*, 88, 259–268.

104 National Association for College Admission Counseling. (2010). Guiding the Way to Higher Education: Families, Counselors, and Communities Together. National Association for College Admission Counseling.

105 Steen, S., & Noguera, P. A. (2010). A Broader and Bolder approach to School Reform: Expanded Partnership Roles for School Counselors. *Professional School Counseling* (14) 1, 42-52.

106 Epstein, J. L. & Voorhis, F. L. (2010). School Counselors' Roles in Developing Partnerships with Families and Communities for Student Success. *Professional School Counseling*, 14(1), 1–14.

Academic Supports

Career Exploration and Readiness

Research underscores the need for effective career planning in the middle and secondary grades. Counselors can play a central role in facilitating student understanding of and engagement in the school-to-career path and its related planning.¹⁰⁷ Many counselors are already engaging with students in conversations about course selection, goals and postsecondary education, as well as career and financial planning. The ASCA national survey indicates that many counselors are already engaged in career research and planning, with the literature reflecting much of this occurring through student career tests and advising. However, the 2010 NACAC *State of College Admission* publication reported that counselors spend on average 7 percent of their time on occupational counseling and job placement, compared to the 26 percent of time spent on postsecondary admission counseling.¹⁰⁸ Because only 69 percent of high school graduates enroll in a postsecondary institution, many of the 31 percent who remain are left to enter the job market soon after high school.¹⁰⁹

Although some research has found that counselors administering career-preparation programs at the middle school level had little to no measurable impact on the career preparedness of students, there is substantial research supporting the value of career planning and guidance at both the middle and secondary levels.¹¹⁰ Substantial research on high school students has shown the role of good information and self-efficacy in the career decision-making process, and much of the literature as well, provides specific guidance on how counselors can influence high school career aspirations.¹¹¹ An emphasis on providing clear, correct information about career options and requirements, so that students can plan appropriately, is central to much of the research.

107 Trusty, J. et al. (2005). Education-Career Planning and Middle School Counselors. *Professional School Counseling*, 9(2), 136–143.

108 Clinedinst, M. E. & Hawkins, D. A. (2009). 2009 State of College Admission. National Association for College Admission Counseling.

109 National Center for Education Statistics. (2009). "Table 201: Recent High School Completers and Their Enrollment in College." U.S. Department of Education Institute of Education Sciences. Retrieved from: http://nces.ed.gov/programs/digest/d09/tables/dt09_201.asp?referrer=list

110 Chaplain, D. et al. (2010). *Roads to Success: Estimated Impacts of an Education and Career Planning Program During Middle School*. Princeton, NJ: Mathematica Policy Research.

111 Tang, M. et al. (2008). Factors Influencing High School Students' Career Aspirations. *Professional School Counseling*, 11(5), 285–295.

Career counseling provides benefits to students by enabling them to plan appropriately for the academic and licensing requirements of their desired professions. Career counseling can also provide societal benefits by helping to align future workers with job market needs.¹¹² Highlighting the need for academic and technical preparation that aligns with job market and employer needs, the California Research Bureau conducted a study in 2009, at the direction of the California State Legislature, to assess the career preparation of middle and high school students and its relationship to state and regional economies.¹¹³ There is much recent research on this subject. While not often tied directly to school counselors, this research is directly relevant to the career advising that counselors often provide.¹¹⁴ A 2004 study found that career academies located within secondary schools had positive labor market outcomes for young men and other subgroups at high or medium risk of dropping out. These small learning communities improved school-to-work transitions and labor market preparation.¹¹⁵

Though many schools advocate a college-for-all philosophy, some research shows that inadvertent effects associated with this approach may hinder some students from considering their full range of work and postsecondary options.¹¹⁶ Research continues to address the school-to-career pipeline and emphasizes the critical roles school counselors can play in preparing students for learning and work transitions by promoting an understanding of career options and outcomes.¹¹⁷ Research has been expanded to look at the effects of college counseling on college application rates,¹¹⁸ and on effective ways to involve low-income and minority parents in the college-going process.¹¹⁹

112 Duys, D. K. et al. (2008). Career Counseling in a Volatile Job Market: Tiedeman's Perspective Revisited. *Career Development Quarterly*, 56(3), 232–241.

113 de Cos, P. L. & Chan, J. (2009). The Careers Project: School Survey of Middle and High School Principals and Counselors in California. California Research Bureau.

114 Bridgeland, J. et al. (2011). Across the Great Divide: Perspectives of CEOs and College Presidents on America's Higher Education and Skills Gap. Civic Enterprises.

115 Kemple, J. & Scott-Clayton, J. (2004). Career Academies: Impacts on Labor Market Outcomes and Educational Attainment. MDRC.

116 Schwartz, R. (2011). Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century. Harvard Graduate School of Education.

117 Rosenbaum, J. & Person, A. (2003). Beyond College for All: Policies and Practices to Improve Transitions into College and Jobs. *Professional School Counseling*, 6(4) 252-260.

118 Bryan, J., Moore-Thomas, C., Day-Vines, N. L., & Holcomb-McCoy, C. (2011). School Counselors as Social Capital: The Effects of High School College Counseling on College Application Rates. *Journal of Counseling & Development*, 89(2), 190–199.

119 Holcomb-McCoy, C. (2010). Involving Low-Income Parents and Parents of Color in College Readiness Activities: An Exploratory Study. *Professional School Counseling*, 14, 115–124.

College Application Process

Parents have identified “academic advising” and “college counseling” among the most important services that can be provided by the school counselor.¹²⁰ Parents and their children are not misguided when they look to school counselors for advice on postsecondary options, as a range of research supports the idea that school counselors are an important component of the college planning process.¹²¹ According to data from the 2009 NACAC *Annual Counseling Trends Survey*, school counselors overall spend 28.8 percent of their time on postsecondary admission counseling, with private school counselors spending 54.4 percent of their time on this task compared to counselors at public schools, who spend 22.8 percent of their time on admission counseling.¹²² Research shows that lower student-to-counselor ratios are associated with more early college preparation and increased college attendance rates.¹²³ Despite the demand for college planning and application assistance, as well as counselors’ known efficacy in this field, counselors often face school environments that inhibit their extensive involvement in college planning. Research and anecdotal evidence suggest that counselors are overburdened and that they often leave college counseling to become teachers. The resulting inconsistent and unorganized system of college counseling tends to favor students in honors or higher level classes, which leaves many students without much guidance or college options.¹²⁴

Assistance with the college application process is among the most powerful ways that school counselors can impact college enrollment and attendance rates in secondary schools. While information about the application and planning process is often available to students in school and on the Internet, research shows that students need more than just good information and an explanation of the costs and benefits of college to complete the application process.¹²⁵ The level of

school resources provided to students helps predict whether a student will attend a postsecondary institution. Schools that offer direct assistance see a greater result than those that simply distribute information on the college application process.¹²⁶ Further, students who report that their counselor provided assistance with college planning were more likely to aspire to attend a postsecondary institution.¹²⁷ Additionally, increased guidance and assistance from the school counselor in high school increases the likelihood that a student will reach a four-year institution.¹²⁸ A range of curricula and guides are available on how to provide meaningful, well-informed assistance, including information on meeting the needs of student groups that are underrepresented in college, such as students who are first in their families to enroll in postsecondary education.¹²⁹

Many students, particularly students from underrepresented backgrounds, tend to rely on sources outside of the school for information on college planning. Research shows that many Latino students, for example, rely heavily on the advice of family members when making college decisions.¹³⁰ Research suggests that these students would also have benefited from increased counselor support.¹³¹ Other studies have found that parents and siblings are commonly cited as more influential than school counselors in the college planning and search process.¹³² Information, advice and directions tend to be handed-down, sometimes providing students with inaccurate or outdated information. On the whole, students who live in high poverty and students who attend schools with few

120 Chapman, D. W. et al. (1991). Parent Perceptions of the Effectiveness of Public School Counselors in College Advising. *The School Counselor*, 38, 268–278.

121 McDonough, P. (2005). Counseling and College Counseling in America’s High Schools. National Association for College Admission Counseling.; Holcomb-McCoy, C. (2010). Involving Low-income Parents and Parents of Color in College readiness Activities: An Exploratory Study. *Professional School Counselor*, (14) 1, 115–123.

122 Clinedinst, M. E. & Hawkins, D. A. (2009). 2009 State of College Admission. National Association for College Admission Counseling.

123 McDonough, P. M. (1997). *Choosing Colleges: How Social Class and Schools Structure Opportunity*. Albany, NY: State University of New York Press.

124 Venezia, A. & Kirst, M. W. (2005). Inequitable Opportunities: How Current Education Systems and Policies Undermine the Chances for Student Persistence and Success in College. *Educational Policy*, 19(2), 283–307.

125 Avery, C. & Kane, T. (2004). Student Perceptions of College Opportunities: The Boston COACH Program. *College Choices: The Economics of Where to Go, When to Go, and How to Pay For It*. Chicago, IL: University of Chicago Press, 355–394.

126 Hill, D. (2008). School Strategies and the “College-Linking” Process: Reconsidering the Effects of High Schools on College Enrollment. *Sociology of Education*, 81(1), 53–76.

127 King, J. E. (1996). Improving the Odds: Factors That Increase the Likelihood of Four-Year College Attendance Among High School Seniors. The College Board.

128 Plank, S. B. & Jordan, W. J. (2001). Effects of Information, Guidance, and Actions on Postsecondary Destinations: A Study of Talent Loss. *American Educational Research Journal*, 38(4), 947–979.

129 National Association for College Admission Counseling. (2008). Guiding the Way to Higher Education: Step by Step to College Workshops for Students. National Association for College Admission Counseling. Tierney, W. et al. (2009). Helping Students Navigate the Path to College: What High Schools Can Do. U.S. Department of Education Institute of Education Sciences. Fallon, M. (1997). The School Counselor’s Role in First Generation Students’ College Plans. *The School Counselor*, 44(5), 384–394; The College Board. (2009). *The College Counseling Sourcebook: Advice and Strategies From Experienced School Counselors*, Sixth Edition. New York, NY: The College Board.

130 Perez, P. A. & McDonough, P. M. (2008). Understanding Latina and Latino College Choice: A Social Capital and Chain Migration Analysis. *Journal of Hispanic Higher Education*, 7(3), 249–265; Kimura-Walsh, E. et al. (2009). Achieving the College Dream? Examining Disparities in Access to College Information Among High Achieving and Non-High Achieving Latina Students. *Journal of Hispanic Higher Education*, 8(3), 298–315.

131 Roderick, M. et al. (2008). From High School to the Future: Potholes on the Road to College. Consortium on Chicago School Research.

132 MacAllum, K. et al. (2007). Deciding on Postsecondary Education. National Postsecondary Education Cooperative.

counselors are less likely to visit the school counselor than their peers in more affluent circumstances. However, some research shows that students who are African American, female, or believe the counselor has high expectations for them are more likely to visit the school counselor for college planning purposes — and thus benefit from those services.¹³³

When students are asked about their satisfaction with the college counseling and preparation they received, the results suggest that students' desired levels of support from counselors exceed the support they receive. Overall, students repeatedly report widespread dissatisfaction with their school counselors. For example, a 2005 survey of more than 1,300 college- and non-college-bound young adults showed mixed quality of career and college counseling experiences.¹³⁴ A 2006 survey of 222 ninth-graders, representing every school district in North Carolina, listed school counselors as the least helpful adult figure in college and career planning support.¹³⁵ A 2009 national survey of 614 college dropouts and college completers found similarly mixed results, with few students in either category rating college counselors as excellent or good when asked if a counselor was helpful with learning about careers, preparing applications, selecting a school or applying for financial aid.¹³⁶ Overall, students reported feeling uninformed and underprepared to manage the college application and financial-aid process or to navigate the postsecondary world successfully. Students consistently reported needing and wanting more support during the college application process. Research continues to suggest that active support from counselors leads students to be more engaged in college planning, and more likely to both complete college applications and ultimately enroll.

Financial Aid and Planning

High-quality financial counseling is correlated with students' perception that they have enough information about college, careers and financial aid. Counselors, whether or not they are well-informed or aware of their impact on students, often serve as gatekeepers to postsecondary attainment. Research shows that school counselors have the ability to have positive

and negative effects on college-going rates and plans, and a student's frequency of meeting with a counselor is correlated with their likelihood of enrolling in a college. The impact of counselors on student outcomes raises a multitude of questions about equity, opportunity and the impact of good, bad and ill-informed counselors on the college aspirations and enrollments of students.¹³⁷ Research also shows that low-income students and their families are affected by cultural norms, misinformation on college costs, financial barriers and other factors that lead these students to question their ability to enroll in and pay for a postsecondary education.¹³⁸ These realities could place the school counselor at the center of questions about equity and access to postsecondary opportunities, financial debt, and student decision making around careers, college and student loans.

Many counselors, however, have limited knowledge regarding student loans and the financial aid process to adequately prepare students' families. The 2007 NACAC survey found considerable variation in counselors' level of preparedness to answer questions about student loans, as well as differing views among counselors about the costs and benefits of students' borrowing in different situations. Counselors ultimately appear to struggle with the dual roles of advising students on financial aid and planning while encouraging postsecondary opportunities. The resulting experience for students can differ vastly depending on the views and financial expertise of the counselor.¹³⁹ Research also suggests that counselors tend to present information about college and financial aid separately and do not address both topics with students as related issues. Additionally, when students or families raise cost as an issue, counselors tend to push students toward community college rather than explaining student loan and scholarship options.¹⁴⁰ Research is minimal on the cause of counselors' limitations in financial aid advising, including the potential impact of a counselor's personal experience with higher education and financial aid on their ability to advise. The accuracy and breadth of a counselor's knowledge, and how that knowledge is applied to students of varying backgrounds and means, is a key question of equity.

133 Bryan, J. et al. (2009). Who Sees the School Counselor for College Information? A National Study. *Professional School Counseling*, 12(4), 249–265

134 Johnson, J. et al. (2005). Life After High School: Young People Talk About Their Hopes and Prospects. Public Agenda.

135 Gibbons, M. et al. (2006). Career and College Planning Needs of Ninth Graders—As Reported by Ninth Graders. *Professional School Counseling*, 10(2), 168–178.

136 Johnson, J. & Rochkind, J. (2009). With Their Whole Lives Ahead of Them: Myths and Realities About Why So Many Students Fail to Finish College. Public Agenda; Johnson, J. & Rochkind, J. (2010). Can I Get A Little Advice Here? How an Overstretched High School Guidance System Is Undermining Students' College Aspirations. Public Agenda.

137 McDonough, P. M. (2004). The Impact of Advice on Price: Evidence from Research. The Education Resources Institute.

138 Pathways to College Network. (2010). Cost Perceptions and College-Going for Low-Income Students. Pathways to College Network.

139 National Association for College Admission Counseling. (2007). Balancing Acts: How High School Counselors View Risks and Opportunities of Student Loans. National Association for College Admission Counseling.

140 McDonough, P. M. & Calderone, S. (2006). The Meaning of Money: Perceptual Differences Between College Counselors and Low-Income Families About College Costs and Financial Aid. *American Behavioral Scientist*, 49(12), 1703–1718.

Research shows that school counselors can have a clear and measurable positive influence on students. A 2005 analysis of the impact of school counselors on college-going rates found that increases in the amount of financial aid information provided by counselors positively correlated with students' likelihood of applying to college.¹⁴¹ For example, one Cleveland area counselor said that the availability of financial aid estimates among lower-income students made a noticeable difference, explaining, "these estimates made the students want to come and learn about their college options."¹⁴² Furthermore, receiving assistance with college application essays and financial aid applications during the school day raised a student's chance of applying to college by 8 percent and 11 percent, respectively.¹⁴³ A 2009 study conducted by the National Bureau of Economic Research and H&R Block found that students who were provided assistance with the financial aid process were more likely to submit the application, enroll in college and receive more financial aid. Providing aid eligibility information alone did not, however, affect student outcomes, suggesting that raising the effectiveness of federal financial aid programs may require simplified financial aid forms coupled with targeted guidance to students and families.¹⁴⁴

Based on current research about the knowledge of school counselors regarding financial aid and postsecondary planning, substantial work is needed to educate school counselors about imparting skills such as responsible planning, financial counseling, the federal aid process and financial aid requirements. To provide effective career and postsecondary counseling, school counselors need to have an understanding of financial planning along with a comprehensive view of their students' decision-making processes. Both in career and postsecondary selection, students may be better served if counselors provided students with the whole picture of the choices they could make, including the financial benefits, obligations and repercussions of potential career and academic choices.¹⁴⁵ The U.S. Department of Education issues materials produced explicitly for school counselors to provide the information,

resources and instructions that need to be communicated to students to ensure access and opportunity to federal financial aid for postsecondary education.¹⁴⁶ Other similar guides exist, and aim to provide counselors with the information needed to appropriately and reliably guide student decision making. Many students and their families could benefit from more and reliable information about financial planning and aid; counselors could be positioned to make a significant impact on issues of equity, access and responsible decision making around college and finances.

The Counseling Experience for Student Subgroups

Student subgroup experiences have been noted in limited areas of this report. More broadly, research indicates that the quality, consistency, accessibility and perception of counseling services varies among student subgroups, often with more favorable services provided to students of higher socioeconomic backgrounds than to their less advantaged peers.¹⁴⁷ Beyond counseling, the academic achievement gap between these two groups is well-documented and correlated with race, ethnicity and gender.¹⁴⁸ The disparities in academic achievement gap factors — such as the graduation rates between student groups — later translate into lifelong implications for these populations, including financial security and employability.¹⁴⁹ These disparities have broader societal impacts. For example, a 2009 report from McKinsey & Company estimates that the costs of our nation's education achievement gap between minority and white students is the equivalent of two to four percent of the United States GDP and imposes the "economic equivalent of a permanent national recession."¹⁵⁰ As school counselors' work is correlated with factors such as more productive course selection, higher graduation rates and increased college enrollment rates, the potential impact of their work may be greatest for those students with the greatest need.

141 McDonough, P. M. (2005). Counseling and College Counseling in America's High Schools. National Association for College Admission Counseling.

142 Bettinger, E. P. et al. (2009). Increasing Postsecondary Enrollment Among Low-Income Families: A Project to Improve Access to College Information and Financial Aid. The FAFSA H&R Block Experiment.

143 Cabrera, A. F. & La Nasa, S. M. (2001). On the Path to College: Three Critical Tasks Facing America's Disadvantaged. *Research in Higher Education*, 42(2), 119–150.

144 Bettinger, E. P. et al. (2009). The Role of Simplification and Information in College Decisions: Results from the H&R Block FAFSA Experiment. National Bureau of Economic Research.

145 Martellino, C. E. (2002). Understanding the Financial Bottom Line: Career Decisions and Money. *Thriving in Challenging and Uncertain Times*, 123–128.

146 U.S. Department of Education. (2009). Counselor and Mentors Handbook on Federal Student Aid: A Guide for Those Advising Students about Financial Aid for Postsecondary Education, 2009-10. U.S. Department of Education.

147 Auwarter, A. E. & Arguete, M. S. (2008). Counselor Perceptions of Students Who Vary in Gender and Socioeconomic Status. *Social Psychology of Education*, 11(4), 389–395; Savitz-Romer, M. (2008). The Urban Challenge. *ASCA School Counselor*, 46(2), 13–19.

148 Trusty, J. et al. (2008). Closing Achievement Gaps: Roles and Tasks of Elementary School Counselors. *The Elementary School Journal*, 108(5), 407–421.

149 Holcomb-McCoy, C. & Lee, C. C. (Eds.), (2005). School counseling in urban settings. [Special issue]. *Professional School Counseling*, 8, (3).

150 McKinsey & Company. (2009). The Economic Impact of the Achievement Gap in America's Schools. McKinsey & Company.

Trends indicate that the counseling experience may vary depending on whether the schools are located in areas of low or high resources. For example, counselors in suburban schools in wealthier communities may be able to provide more focused and comprehensive counseling services. Furthermore, when compared to higher-income communities, counselors in struggling schools may face more complex and time-consuming caseloads. For example, in urban settings counselors' work is challenged by the effects of poverty, violence, high mobility, low achievement as well as a lack of resources.¹⁵¹ Further widening the gap in resources between high- and low-resourced schools, counselors at suburban schools in wealthier areas may have access to more frequent and higher-quality professional development programs than their counterparts who work in poorer areas.¹⁵²

In addition to the structural issues around school resources, limited experimental research shows that counselors' evaluation of children is shaped by factors such as student socioeconomic status, race and gender. For example, a 2008 report based on the survey responses of 103 counselors in Missouri showed that counselors perceive students from low-SES backgrounds as having less promising futures and lower math abilities than that of their peers from high-income backgrounds.¹⁵³ Counselors also consistently rated female students as having lower math abilities than their male counterparts.¹⁵⁴ In addition, the more ample research on teachers (versus the more limited research on counselors), which can help inform this discussion, shows that the gender and socioeconomic status of students have been shown to bias not just teacher expectations but also their decision making.¹⁵⁵ Student surveys have targeted specific racial or socioeconomic subgroups with the aim of assessing the equity of access to counseling services.

151 Green, A. G., Conley, J. A., & Barrett, K. (2005). Urban School Counseling: Implications for practice and Training. *Professional School Counselor*, (8) 3, 189-195; Green, A., & Keys, S. (2001). Expanding the Developmental School Counseling Paradigm: Meeting the Needs of the 21st Century Student. *Professional School Counseling* (5) 2, 84-95.

152 Savitz-Romer, M. (2011). Interview with Mandy Savitz-Romer of the Harvard Graduate School of Education, July 21, 2011.

153 Auwarter, A. E. & Aruguete, M. S. (2008). Counselor Perceptions of Students Who Vary in Gender and Socioeconomic Status. *Social Psychology of Education*, 11(4), 389-395.

154 Ibid.

155 Auwarter, A. E. & Aruguete, M. S. (2008). Counselor Perceptions of Students Who Vary in Gender and Socioeconomic Status. *Social Psychology of Education*, 11(4), 389-395; Good, T. L. (1981). Teacher Expectations and Student Perceptions: A Decade of Research. *Educational Leadership*, 38(5), 415-422; McKown, C. & Weinstein, R. S. (2002). Modeling the Role of Child Ethnicity and Gender in Children's Differential Response to Teacher Expectations. *Journal of Applied Social Psychology*, 32(1), 159-184.

Using a 2002 national survey, researchers concluded that students in high-poverty schools are less likely to seek help from a school counselor for college information.¹⁵⁶ Despite this finding, a 1996 study of 300 seniors stated that "counselors can have a significant influence on student aspiration, especially among low-income students."¹⁵⁷ These snapshots of the disparity of services among student subgroups indicate not only that counselors have a potentially important role of supporting specific, often less advantaged, student subgroups, but that additional research in this area could have a significant effect on counselors' ability to provide these services, ultimately impacting students lifelong achievement.

Student Academic Success

Research shows that interventions led by school counselors can have positive effects on student achievement and behavior at both the middle and secondary grade levels.¹⁵⁸ Students at risk of dropping out often identify strong school and adult relationships as critical to their decision to stay or leave — a role the school counselor can help to fill through student interactions, planning and counseling.¹⁵⁹ Furthermore, small group counseling interventions, a common practice of school counselors, have been shown to strengthen studying behaviors in secondary school students and to build closer student-adult relationships that promote academic achievement.¹⁶⁰ Similarly, school counselors play an important role in response to intervention (RTI) programs and other individualized interventions concerning student academics and behavior.¹⁶¹ The flexibility of the counselor's role, the opportunity to develop

156 Bryan, J. et al. (2009). Who Sees the School Counselor for College Information? A National Study. *Professional School Counseling*, 12(4), 280-291.

157 King, J. E. (1996). The Decision to Go to College: Attitudes and Experiences Associated with College Attendance Among Low-Income Students. The College Board.

158 Brigman, G. & Campbell, C. (2003). Helping Students Improve Academic Achievement and School Success Behavior. *Professional School Counseling*, 7(2), 91-98; Brigman, G. A. et al. (2007). Building Skills for School Success: Improving the Academic and Social Competence of Students. *Professional School Counseling*, 10(3), 279-288; Webb, L. et al. (2005). Linking School Counselors and Student Success: A Replication of the Student Success Skills Approach Targeting the Academic and Social Competence of Students. *Professional School Counseling*, 8(5), 407-413.

159 Scheel, M. J. et al. (2009). The Academic Motivation of At-Risk Students in a Counseling Prevention Program. *The Counseling Psychologist*, 37(8), 1147-1178; Sink, C. (2005). Fostering Academic Development and Learning: Implications and Recommendations for Middle School Counselors. *Professional School Counseling*, 9(2), 128-135.

160 Kayler, H. & Sherman, J. (2009). At-Risk Ninth-Grade Students: A Psychoeducational Group Approach to Increase Study Skills and Grade Point Averages. *Professional School Counseling*, 12(6), 434-439; Bruce, A. M. et al. (2009). Closing the Gap: A Group Counseling Approach to Improve Test Performance of African American Students. *Professional School Counseling*, 12(6), 450-457.

161 Snobarger, A. & Kempson, D. (2009). The Role of the School Counselor in the New Era of RTI. Indiana Department of Education.

deep relationships with students, and the ability to connect student goals with course work and career opportunities enables counselors to have a significant influence on student achievement. Indeed, a range of research, guides and other practice-oriented resources provide clear actions that counselors can take to improve the academic performance of students from middle school through college.¹⁶²

Counselors often play a central role in student course placement, affecting the quality of the curriculum and the level of academic rigor students encounter in the classroom. This includes courses that keep students on track for postsecondary and career goals, including placement in Advanced Placement® (AP®), International Baccalaureate (IB), and other advanced course work.¹⁶³ Counselors can take specific actions that impact the academic success of students, including course selection, arranging academic supports, and matching students with appropriate and rigorous curricula. These actions not only affect a student's performance at the middle and secondary level, but influence the success of students at postsecondary institutions as well. School counselors are often the gatekeepers to access and information about which courses are necessary and appropriate for students in order to reach their postsecondary goals, and proper academic preparation is correlated with postsecondary achievement.¹⁶⁴ While college application and financial aid requirements can be barriers to student enrollment in postsecondary institutions, school counselors and other school staff often focus on these procedural steps to the detriment of the thorough academic preparation needed to succeed at higher education institutions.¹⁶⁵ Counselors can often influence school domains that affect student achievement, and the opportunity, motivation and preparation of their students to achieve academic success.

162 College Board National Office for School Counselor Advocacy. (2010). Eight Components of College and Career Readiness Counseling. The College Board.

163 Ohrt, J. H. et al. (2009). Supporting Latino and African American Students in Advanced Placement Courses: A School Counseling Program's Approach. *Professional School Counseling*, 13(1), 59–63.

164 Trusty, J. (2004). The Effects of Students' Middle-School and High School Experiences on Completion of the Bachelor's Degree: How Can School Counselors Make a Difference. Center for School Counselor Outcome Research; Education Commission of the States. (2008). Counseling: Counseling High School Students for Postsecondary and Workplace Success. *Progress of Education Reform*, 8(3).

165 Deil-Amen, R. (2010). Circumscribed Agency: The Relevance of Standardized College Entrance Exams for Low SES High School Students. *The Review of Higher Education*, 33(2), 141–175.

Counselors and the Educational System

Federal, State and Local Law

A range of laws, policies and codes that are set by federal, state and local governments affects school counselors and counseling programs. The primary federal legislation on education, the Elementary and Secondary Education Act (ESEA), as updated by the No Child Left Behind Act of 2001 (NCLB), is largely quiet on school counselors, though it does authorize the U.S. Department of Education to offer grants supporting elementary and secondary counseling programs.¹⁶⁶ These grants favor counseling programs that are located in high-need communities, propose innovative approaches to providing counseling services, and show potential for replication and dissemination. Additional grant provisions require recipients to evaluate the outcomes of funded programs, invest in qualified personnel, provide counselor in-service training, and engage family and community stakeholders.¹⁶⁷ In 2010, the U.S. Department of Education awarded almost \$15 million to 42 local educational agencies in 20 states to create or expand counseling programs, accounting for just 0.04 percent of the \$38.9 billion appropriated to elementary and secondary education programs in FY 2010.¹⁶⁸ In addition, some limited funding through the Department of Education's Race to the Top and Invest in Innovation Initiatives included a focus on counseling. For example, following Tennessee's recent receipt of a Race to the Top grant, school counselors will "be evaluated and held accountable for contributing to student achievement."¹⁶⁹ An increased emphasis on college access and affordability from the White House also has the potential to elevate the importance of counselors in the reform agenda. For example, the most recent budget put forth by the White

House calls for "a historic investment to make college more affordable and accessible."¹⁷⁰

In addition to laws regarding education, legislation concerning families can impact counselors' work. For example, counselors should comply with the regulations of the Family Educational Rights and Privacy Act (FERPA), which protects the privacy of student records.¹⁷¹ Because counselors often play a central role in the collection, management and dissemination of student records both in the provision of social and health services and in the college application processes, awareness of FERPA and student privacy concerns are important to the profession.

State laws affecting school counselors and counseling programs vary widely across the country. In addition to the limited applicable provisions of NCLB, some states have passed legislation that affects, mandates or regulates the certification, funding and practice of the counseling profession.¹⁷² These programs are typically outlined, supported and enforced by the appropriate state department of education.¹⁷³ Currently, 36 states have comprehensive school counseling programs with individual counseling program plans.¹⁷⁴ Twenty-nine states require schools to provide counselors for K–8 students. Thirty-two states require schools to provide counselors for students in grades nine through 12. Nineteen states have set a required minimum student-to-counselor ratio. These range from 1:500–749 in Alabama to 1:250 in Maine, with some states adopting complex formulas.¹⁷⁵ Further, as a result of the economic downturn, many school districts have had to consider cutting staff in accordance with their decreasing budgets. For example, the principal of a high school in California eliminated his entire counseling staff in an effort to compensate for a 12 percent

166 No Child Left Behind Act of 2001, 20 U. S. C. § S 6301. (2002). Available Retrieved from: www.ed.gov/nclb/

167 No Child Left Behind Act of 2001, 20 U.S.C. § 6301. (2002). No Child Left Behind Act of 2001, 20 U. S. C. S 6301, Subpart 2, Section. 5421: Elementary and Secondary School Counseling Programs Retrieved from: <http://www2.ed.gov/policy/elsec/leg/esea02/pg68.html>

168 U.S. Department of Education. (2011). "Education Department Budget History Table." Elementary and Secondary Education Budget History Tables. Retrieved from: <http://www2.ed.gov/about/overview/budget/history/edhistory.pdf>; U.S. Department of Education. (2010). "U.S. Department of Education Awards Nearly \$15 Million in Elementary and Secondary School Counseling Grants." Elementary and Secondary School Counseling Program. Retrieved from: <http://www.ed.gov/category/program/elementary-and-secondary-school-counseling-program>

169 Cobb, N. A. (2011). Progressing Towards the Implementation of the Tennessee Model for Comprehensive School Counseling Programs: A Study of School Counselor Priorities and Practices. Dissertation, University of Tennessee at Chattanooga. Retrieved from: <http://proquest.umi.com/pqdlink?Ver=1&Exp=07-19-2016&FMT=7&DID=2363389271&RQT=309&attempt=1&cf=1>

170 U.S. Department of Education. (2009). "Education Secretary Duncan Highlights Budget Proposals to Increase College Access and Affordability." Press Releases, February 26, 2009.

171 Family Educational Rights and Privacy Act, 20 U.S.C. § U. S. C. S 1232g. (1974). Retrieved from: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

172 American School Counselor Association. (2010). "State School Counseling Legislation." American School Counselor Association. Retrieved from: <http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=538>

173 American School Counselor Association. (2010). "State School Counseling Websites." American School Counselor Association. Available Retrieved from: <http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=522>

174 American School Counselor Association. (2010). "State Comprehensive School Counseling Programs." American School Counselor Association. Retrieved from: <http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=280>

175 American School Counselor Association. (2010). "School Counseling Mandates for Each State." American School Counselor Association. Retrieved from: <http://www.schoolcounselor.org/content.asp?contentid=535>

budget decrease.¹⁷⁶ Additional information on state law and policy pertaining to school counselors is widely available, and is primarily disseminated through individual state departments of education. Despite these state-level policies, much control over counseling, including programming, funding and support, remains at the local level, where decisions concerning the distribution of resources and the implementation of student programs are made by school boards and local administrators.

District Coordination and Planning

The leadership and decision making that occur at the district and school levels most substantially impact school counseling programs. Research has shown that substantial differences in the availability and quality of counseling resources exist across schools, and that district-level policies and relationships across schools can lead to more equitable access to college planning and counseling.¹⁷⁷ For example, a 2009 study of the Chicago Public Schools uncovered significant gaps in the delivery of counseling services across district high schools and identified two primary contributing factors. The first factor contributing to gaps in the delivery of counseling services was poor communication between principals and counselors that led to “role confusion and lack of agreement on the essential work tasks counselors should perform.”¹⁷⁸ The second factor was time spent on non-counseling tasks, which data indicate is connected to the percentage of students receiving free or reduced-price lunches.¹⁷⁹ In both cases, students from low-socioeconomic communities bear the brunt of reduced counseling support. These findings are consistent with other national research findings and suggest that strong district and school leadership and planning are important to the equitable provision of counseling services. Additional details on the role socioeconomic status plays in the quality of counseling services is available in the student subgroups section of this review.

Other research in the field provides guidance on middle to high school transitions and the role that the school counselor can play in facilitating student success as students move

across schools and through the district system.¹⁸⁰ Researchers have assessed the importance of the middle to high school transition, explaining, “Ninth-grade students have a very difficult time adjusting to the academic and social demands of high school and therefore experience higher rates of academic failure, disciplinary problems and feelings of not belonging than they did in middle school. Students who fail to successfully integrate into the school culture drop out of school as early as the end of the ninth grade.”¹⁸¹ Counselors can fill substantive and meaningful roles to ease the transition to high school and promote student well-being and success. Recommendations for counselors serving ninth-grade students include paying attention to early warning indicators and coordinating interventions for at-risk students; providing students with information about college requirements and costs; beginning career exploration and developing individualized learning plans for every ninth-grade student.¹⁸² These tasks often fall under the purview of the counselor, and are all on ASCA’s list of acceptable counselors’ tasks.

Even when students are engaged by school counselors and counseling programs in ways recommended by current research, the data on the effect of school counselors on the middle to high school transition are mixed. One recent study of counselor impact on eighth-grade students in Chicago Public Schools found that for every three additional counselor interactions, there was a corresponding 6 percent increase in the number of seniors who applied to six or more colleges. Prior research on the district indicated that applying to multiple colleges was an indicator of postsecondary success.¹⁸³ Another study found that while 43 percent of students had spoken to their eighth-grade counselor, only 15 percent had spoken to their ninth-grade counselor about their future education plans by the spring of their ninth-grade year.

Schoolwide Coordination and Planning

There is substantial confusion among administrators and counselors about the proper role of the school counselor.

176 Murphy, K. (2011). “The End of the School Counselor?” *The Oakland Tribune*, July 19, 2011.

177 Perna, L. W., et al. (2008). The Role of College Counseling in Shaping College Opportunity: Variations Across High Schools. *Review of Higher Education*, 31(2), 131–159.

178 Lapan, R. & Harrington, K. (2010). Paving the Road to College: How School Counselors Help Students Succeed. Center for School Counseling Outcome Research, University of Massachusetts–Amherst.

179 Lapan, R. & Harrington, K. (2010). Paving the Road to College: How School Counselors Help Students Succeed. Center for School Counseling Outcome Research, University of Massachusetts–Amherst.

180 Dimmitt, C. & Carey, J. (2007). Using the ASCA National Model to Facilitate School Transitions. *Professional School Counseling*, 10(3), 227–232.

181 Cooper, R. & Liou, D. D. (2007). The Structure and Culture of Information Pathways: Rethinking Opportunity to Learn in Urban High Schools During the Ninth Grade Transition. *The High School Journal*. Retrieved from: <http://j.b5z.net/i/u/2135872/i/Cooperarticle.pdf>, 91(1), 43–56

182 Education Commission of the States. (2009). Middle Grades: 15 Actions Your State Can Take to Maximize Young Adolescents’ Readiness for Grade 9 – and College and Careers. *Progress of Education Reform*, 10(4). Retrieved from: <http://www.nacacnet.org/PublicationsResources/Research/Pages/MiddleGrades.aspx>

183 Lapan, R. & Harrington, K. (2010). Paving the Road to College: How School Counselors Help Students Succeed. Center for School Counseling Outcome Research, University of Massachusetts Amherst.

Substantial inefficiency in the delivery of student services results from this misalignment.¹⁸⁴ Research consistently cites both a persistent lack of communication and a common misunderstanding between counselors and other school personnel as factors underlying poor delivery of counseling services.¹⁸⁵ For example, a 2009 national survey of 401 teachers posed questions about the propriety of a variety of tasks endorsed as appropriate or inappropriate by ASCA.¹⁸⁶ The responses of teachers indicated that their perceptions of the role of the counselor aligned closely with those tasks identified by ASCA as appropriate for counselors. Other surveys of teachers have asked similar questions and have shown similar alignment between the perceptions of teachers and the definitions of counseling similar to the ASCA model.¹⁸⁷ Surveys of principals have posed nearly identical questions, though with slightly different results. For example, a 2009 survey of 538 rural school principals in the Midwest found agreement among principals with the ASCA model, but unlike teachers in other surveys, principals also identified several ASCA-defined inappropriate tasks as being important roles for counselors, including various administrative and disciplinary tasks.¹⁸⁸

Research consistently points to the need for strong principal–counselor relationships for counseling programs to be effective. A 2009 study of counselor outcomes found that the counselor–principal relationship accounts for 15 percent of the variance in how school counselors’ roles are defined at the building level, 49 percent of the variance in school counselors’ job satisfaction and 20 percent of the variance in school counselors’ turnover intentions.¹⁸⁹ Principals, therefore, often have a strong influence both on the day-to-day activity of the school counselor and on the long-term quality of the counseling staff in their school. For example, a 2009 survey of 2,386 principals and counselors conducted by the College Board asked participants to rate the importance of various characteristics of an effective principal–counselor relationship.

184 Lieberman, A. (2004). Confusion Regarding School Counselor Functions: School Leadership Impacts Role Clarity. *Education*, 124(3), 552–558.

185 Lapan, R. & Harrington, K. (2010). Paving the Road to College: How School Counselors Help Students Succeed. Center for School Counseling Outcome Research, University of Massachusetts Amherst.

186 Reiner, S. M., Colbert, R. D., & Perusse, R. et al. (2009). Teacher Perceptions of the Professional School Counselor Role: A National Study. *Professional School Counseling*, 12, Vol 12(No 5), pp. 324–332.

187 Beesley, D. (2004). Teachers’ Perceptions of School Counselor Effectiveness: Collaborating for Student Success. *Education*, 125(2), 259–270.

188 Bardhoshi, G. & Duncan, K. (2009). Rural School Principals’ Perceptions of the School Counselor’s Role. *The Rural Educator*, 30(3), 16–24.

189 Clemens, E. V. et al. (2009). Using Leader-Member Exchange Theory to Examine Principal-School Counselor Relationships, School Counselors’ Role, Job Satisfaction, and Turnover Intentions. *Professional School Counseling*, 13(2), 75–85.

The survey found substantial agreement between counselors and principals on what mattered most in a strong relationship, but discovered that principals tended to be more optimistic than counselors regarding the presence of positive indicators in the relationship.¹⁹⁰

The research on school counselors, counselor–principal relationships, and schoolwide planning consistently returns to the need for clear role definition and open communication between counselors and other school professionals. The landscape has become further complicated as a result of the recent rise in nonprofit and community-based college-access programs, which are often staffed with volunteers or professionals who are less well trained than counselors.¹⁹¹ With a proliferation of community groups providing these services, often with the generous support of private foundations, it may be difficult for parents, students and educational professionals to determine who is responsible and who should be held accountable for promoting and providing postsecondary coordinating services.

In addition to relationships with external organizations, the College Board has utilized information from counselors and principals to identify key elements of a strong principal–counselor relationship.¹⁹² Other interviews conducted with principals regarded as supportive of school counselors suggest that, “by demonstrating effective leadership and systemic interactions, school counselors can foster relationships with principals that can help them expand their roles and their programs.”¹⁹³ Research emphasizes the need for school counselors to have limited, well-defined roles, or otherwise face an overabundance of work that limits their effectiveness. A 2008 study suggests that giving counselors substantial room to develop new systems has mixed effects. For example, some charter schools have allowed counselors to develop innovative service delivery systems, but the organizational challenges of starting and supporting a new school limited counselors’ ability to implement

190 Finkelstein, D. (2009). A Closer Look at the Principal-Counselor Relationship: A Survey of Principals and Counselors. The College Board; Finkelstein, D. (2009). A Closer Look at the Principal-Counselor Relationship: A Survey of Principals and Counselors. The College Board, NOSCA.

191 Savitz-Romer, M. (2011). Interview with Mandy Savitz-Romer of the Harvard Graduate School of Education, July 21, 2011.

192 College Board National Office for School Counselor Advocacy. (2009). Finding a Way: Practical Examples of How a Principal-Counselor Relationship Can Lead to Success for All Students. The College Board.

193 Dollarhide, C., Smith, A. T., & Lemberger, M. E. (2007). Critical Incidents in the Development of Supportive Principals: Facilitating School Counselor-Principal Relationships. *Professional School Counseling*, 10(4), 360–369.

comprehensive counseling programs.¹⁹⁴ Counselors, like any school professional, often have limited time and resources; thus, clear and well-coordinated roles within the school may contribute to greater effectiveness and ultimately higher rates of student success.

The College-Going Environment

Creating and maintaining a college-going culture requires that students have access to information about college and postsecondary opportunities and support structures that allow them to plan appropriately for higher education.¹⁹⁵ Early planning is key to elevating college expectations and enabling students to prepare for college academically, financially and mentally. Research indicates that students who have a college plan as early as 10th grade are 21 percent more likely to attend college than students who wait until their senior year to develop a college plan.¹⁹⁶ Most students who do not ultimately attend college are lost at the key action points of planning, application, acceptance and enrollment. For example, of those high school seniors who indicated they wanted to graduate from college, only 59 percent even applied to a postsecondary institution.¹⁹⁷ Students need consistent support and information to begin and follow through on the planning process in order to be part of a broad culture where attending college is a norm. To address this need, nonprofits, education associations, businesses and foundations are aligning their thought capital and assets with a “Civic Marshall Plan.” This plan is aimed at keeping students on track to graduate from high school ready for college and work, and it includes proposals that establish a timeline for students to register for college entrance exams, apply to postsecondary institutions and complete federal financial aid forms.¹⁹⁸

Some research, however, indicates that high school may be too late to begin the process of building a college-going culture. For the many students whose families do not have a tradition or expectation of college attendance, schools may

need to begin earlier to prepare students for such a path. In fact, the importance of beginning postsecondary preparation in middle school has been supported by research, funded by federal grants and programs, and supported at the state and local levels. Longitudinal research studies of student cohorts beginning in their sixth-grade year suggests that mentoring, technology, campus visits, parental involvement and tutoring heavily influences at-risk middle school students’ college aspirations and their eventual success in gaining college acceptance.¹⁹⁹ As schools aim to begin developing a college-going culture at lower grade levels, collaboration and cross-school relationships will become an increasingly key part of producing a culture that starts early and is deeply embedded in schools and communities. In schools and districts that have begun to look outside the bounds of the single school, observational research suggests there is opportunity to build college awareness and attendance through collaborative models that connect local schools, nonprofit organizations and universities.²⁰⁰

Overall, the research is remarkably consistent about the steps, programs and supports that are needed to build a college-going culture, and a broad range of resources and guides exist to help practitioners promote college-going in their schools. The USC Center for Higher Education Policy Analysis developed a guidebook that includes research-based advice on how to interact with students, parents and other advisers in order to raise college awareness and expectations.²⁰¹ The College Board also produced a guidebook that details program suggestions and implementation advice, including processes, timelines, program rationales and the benefits for schools of investing in school culture.²⁰² The Center for Education Outreach at the University of California–Berkeley, has developed a rubric that emphasizes communicating about college, involves stakeholders, and ensures that students prepare and plan appropriately.²⁰³ A

194 Farmer-Hinton, R. L. & McCullough, R. G. (2008). College Counseling in Charter High Schools: Examining the Opportunities and Challenges. *The High School Journal*, 91(4), 77–90.

195 Holland, N. E. & Farmer-Hinton, R. L. (2009). Leave No Schools Behind: The Importance of a College Culture in Urban Public High Schools. *The High School Journal*, 92(3), 24–43.

196 McDonough, P. (2008). Building a College Culture: Needs, Goals, Principles, and a Case Study. University of California Los Angeles.

197 Lapan, R. & Harrington, K. (2010). Paving the Road to College: How School Counselors Help Students Succeed. Center for School Counseling Outcome Research, University of Massachusetts–Amherst.

198 Balfanz, R. et al. (2010). Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic. Civic Enterprises.

199 Radcliffe, R. (2008). Preservice Teachers Are Creating a College Culture for At-Risk Middle School Students. *Research in Middle Level Education*, 32(4), 1–15.

200 Jarsky, K. M. et al. (2009). Establishing a College Culture in Secondary Schools Through P-20 Collaboration: A Case Study. *Journal of Hispanic Higher Education*, 8(4), 357–373.

201 USC Center for Higher Education Policy Analysis Tierney, W. G. et al. (2004). [(CHEPA)] (unknown). Creating Helping Environments for College-Going: The CHEPA Checklist for Counselors. Center for Higher Education Policy Analysis, University of Southern California.

202 The College Board. (2006). CollegeEd®: Creating a College-Going Culture Guide. The College Board.

203 Center for Education Outreach at University of California Berkeley. College-Going Culture Rubric: The 9 Elements to Support and Encourage a College-Going Culture. Center for Education Outreach at University of California Berkeley. (checklist) Retrieved from: http://inpathways.net/college-going_assessment_rubric.pdf.<http://inpathways.net/IPCNLibrary/ViewBiblio.aspx?aid=8624>

report produced by the Center for Education Outreach at the University of California–Berkeley and made possible with the support of the Bill and Melinda Gates Foundation, advocates for a whole-school approach that involves all school personnel and programs, and emphasizes communication, preparation and access to diverse and rich resources about college and careers.²⁰⁴ Together, these practical resources form a rich collection of research-based information for promoting a college-going environment.

School and College Relationships

School counselors who engage in college counseling largely focus on developing traditional routes of communication between secondary and postsecondary institutions. College fairs, hosted visits, tours and information sessions and pamphlet distribution have been among the standard practices developed by school counselors for introducing and involving students with postsecondary institutions. However, even these basic measures of school–college relationships are missing at many schools across the country. The National Association for College Admission Counseling (NACAC) surveys school counselors nationally to identify the percentage of time spent on activities including postsecondary admission counseling, choice and scheduling of high school courses, personal needs counseling, academic testing, occupational counseling and job placement, teaching and other non-guidance activities.²⁰⁵ Other specific state-level surveys have included counselors in Kentucky, Michigan and Ohio. Both the questions and results of these state surveys are largely consistent with national-level findings by the NACAC survey, indicating that counselors spend relatively little time on postsecondary counseling, which is often correlated with the administrative tasks counselors have within their respective schools.²⁰⁶

Research suggests that even in those schools where counselors are engaging students in activities and programs that connect them with postsecondary institutions, more

needs to be done to promote postsecondary attendance, success and persistence. A growing body of research suggests that there is a strong need for a prekindergarten through college academic pipeline that intentionally transitions students between levels of the education system. Research indicates particularly that coordinating expectations, academics and support systems across secondary and postsecondary programs can help to improve academic readiness and persistence. Aligning curricula, developing dual-credit systems that enable students to earn postsecondary credit in high school, building knowledge about college and developing data systems to track students through postsecondary institutions and the workforce can all improve student achievement. More also needs to be done to align the interests of students to postsecondary paths that lead to careers. While a “four year college for all” mentality is increasingly prevalent, some students may thrive in vocational schools, community colleges or other institutions that are not traditional four-year schools, such as the military. Furthermore, these are all areas where school counselors are or have the capacity to actively guide students’ decision making.²⁰⁷ Developing this academic pipeline requires systemic change and coordination, including the coordination of student information, services, and careful observation and adjustment of student supports. Much new research demonstrates that counselors are strategically positioned to engage teachers, administrators, parents and students to coordinate successful transitions across institutions.

A range of innovative and tested programs have been proposed to strengthen student preparation for college-level work and increase the communication between schools, postsecondary institutions and the workforce. Many schools have adopted or developed credit-based transition programs, which allow students to earn college credit while still in high school. Researchers argue that by exposing students to college-level work while they are supported by the secondary system, schools better prepare students for later success in college. Many of these researchers propose that counselors can play a key role in the development, implementation and operation of these programs.²⁰⁸ Other research indicates that preparing students with rigorous course work and financial knowledge is critical to strengthening the academic

204 Schneider, B. (2007). Forming a College-Going Community in U.S. Public High Schools. Michigan State University and The Bill & Melinda Gates Foundation.

205 National Association for College Admissions Counseling. “Counseling Trends Survey.” National Association for College Admission Counseling [(NACAC)], Counseling Trends Survey; Clinedinst, M. E. & Hawkins, D. A. (2009). 2009 State of College Admission. National Association for College Admission Counseling.

206 Fitch, T. & Marshall, J. (2004). What Counselors Do in High-Achieving Schools: A Study on the Role of the School Counselor. *Professional School Counseling*, 7(3), 1172–1177; The Joyce Ivy Foundation. (2008). The Eleven-Month Challenge: 22 Recommendations for Improving the Transition from High School to College. The Joyce Ivy Foundation; The Joyce Ivy Foundation. (2009). Converting High School Achievement into Adult Opportunity: The School Counselor Role and Beyond. The Joyce Ivy Foundation;

207 American Youth Policy Forum. (2009). Linking Secondary and Postsecondary Systems: Lessons from Indiana. American Youth Policy Forum.

208 Karp, M. M. & Hughes, K. L. (2008). Supporting College Transitions Through Collaborative Programming: A Conceptual Model for Guiding Policy, *Teachers College Record*, 110(4), 838–866.

pipeline.²⁰⁹ Thorough academic preparation is important not only for student performance, but for developing the academic confidence that is often key to raising student persistence. A meticulous understanding of financial aid, scholarships, loans and personal finance are often repeated themes in much of the research, and are addressed more thoroughly as their own topic later in this document. Overall, counselors can play a key role in ensuring that students are well-informed about and well-prepared for the next stages of their academic careers.

Data and Research

Research on school counselors and counselor programs has followed the larger trend in education research in emphasizing data. Anecdotal and nonscientific surveys are common in the counseling field and often rely on student self-reporting. Research is, however, increasingly being done utilizing thorough and rigorous statistical methodologies. In addition, counseling fields related to the delivery of student services and mental health counseling, covered in more detail in the second section of this document, have long benefited from the research and data standards of the scientific and medical communities. Counselors are increasingly encouraged and prepared to leverage data in their work. For example, two 2011 editions of school counseling texts used in counselor preparation programs put a strong focus on data. *The Transformed School Counselor*, explains, “transformed school counselors use data to inform their practice and use data-driven decision making to respond to the needs of today’s students and schools.”²¹⁰ In addition to providing accountability tools, the text provides some concrete methodology around data usage, as well as techniques to align work to the 2009 Council for Accreditation of Counseling and Related Education Programs (CACREP) Standards. In a second text, the use of data is also emphasized however it focuses on data as a tool for advocacy that directs school counselors’ work for equity in student outcomes. It states that many school counseling professionals understand that data can be a powerful tool to challenge long-standing inequity.²¹¹ Counselors are increasingly encouraged to collect school- and student-level data on programs and services, and to embrace data systems that enable more advanced tracking and analysis of student

209 Camizzi, E. et al. (2009). Becoming “Difference Makers”: School-University Collaboration to Create, Implement, and Evaluate Data-Driven Counseling Interventions. *Professional School Counseling*, 12(6), 471–479.

210 Dahir, C. A. & Stone, C. B. (2012). *The Transformed School Counselor*, Second Edition. Belmont, CA: Brooks/Cole.

211 Lee, V. V. & Goodnough, G. E. (2011). Systemic data-driven school counseling practice and programming for equity. In B. T. Erford (Ed.) *Transforming the School Counseling Profession* (3rd ed.). Columbus, OH: Pearson Merrill Prentice-Hall.

trends. Despite this, most experts agree, “There needs to be more empirical research demonstrating the relationship between school counseling interventions and student achievement ... [and] the lack of practical research being conducted by school counselors remains a concern.”²¹²

A range of technical, infrastructure and human factors continues to inhibit the widespread use of data, including a lack of access to proper and efficient technology, poor data systems, a lack of training among counselors and other issues that affect the collection, dissemination and analysis of data. For example, in Chicago, researchers found that lack of access to consistent, reliable and accessible data was a key inhibitor of counselor research and action, concluding that, “a first key step in increasing college readiness and attainment is for the federal government, states, and districts to work together to build data reporting and accountability systems that link school and college outcomes and can track these outcomes over time and across schools and institutions.”²¹³ There is also work being done today that links college outcomes with job placement and success. Student longitudinal data systems, when effectively developed and implemented in school systems, can allow counselors to efficiently and accurately identify at-risk students, match social and support services to student needs, track the effectiveness of interventions and adjust service as appropriate.²¹⁴ Not only does this enable counselors to better serve students, but it also helps counselors to be more efficient and serve more students, countering the trend toward high student-to-counselor ratios and inefficient delivery systems. The use and availability of data remain among the largest problems and unfulfilled promises in the counseling field. Data can only become a promise when “those examining the data believe that the inequities revealed are unacceptable.”²¹⁵

Technology

The use of technology in the counseling field is one of the most under-researched topics on school counseling. While a range of computer systems exists for tracking students,

212 Mason, E. C. M. & McMahon, H. G. (2009). Supporting Academic Improvement Among Eighth Graders at Risk for Retention: An Action Research Intervention *Research in Middle Level Education Online*, 33(1), 1–5.

213 Nagaoka, J. et al. (2009). Barriers to College Attainment: Lessons from Chicago. Consortium on Chicago School Research & Center for American Progress.

214 Dimmitt, D. (2003). Transforming School Counseling Practice through Collaboration and the Use of Data: A Study of Academic Failure in High School. *Professional School Counseling*, 6(5), 340–349.

215 Lee, V. V. & Goodnough, G. E. (2011). Systemic data-driven school counseling practice and programming for equity. In B. T. Erford (Ed.) *Transforming the School Counseling Profession* (3rd ed.). Columbus, OH: Pearson Merrill Prentice-Hall.

assigning courses and managing counselor caseloads, there is near silence in the field on the ability or potential of technology to have an impact on the work of counselors.²¹⁶ Professional aversion and contractual limitations on data entry and analysis have limited some districts and schools from expanding the role of technology in the counseling profession, but even this is not noteworthy in the literature on counseling.²¹⁷ Often to the consternation of educational professionals, students have brought technology with them into schools whether or not the schools are ready to manage and utilize these resources. The substantial shift to online applications for colleges, scholarships and financial aid require counselors to be computer and technology literate, particularly when the digital divide indicates that the students who are least likely to go to college also have the most limited access to these technologies.²¹⁸ Other online resources and programs enable students to explore careers, learn about colleges and academic programs and manage application documents through centralized databases.

Despite the growing importance of technology and social media, little research exists on student usage patterns. In response to this research gap, in 2009, *StudentPoll*, a collaborative effort between Art & Science Group and the College Board, conducted a national study of 960 students.²¹⁹ This study found that while nearly all students engage in social media, social networking sites had little influence on college choice, especially in comparison to other sources of information such as personal visits to a college campus and college websites. In fact, only 18 percent of respondents reported use of social media to gather information about the colleges they were considering. Further, though the sample was a representative cross-section of students of different racial and economic backgrounds and academic abilities, the sample included only college-bound students. Thus, the effect of social media on less-connected students remains under-researched. So, while it is clear that social media has a mounting presence in students' lives and universities' strategies, research on how counselors can most effectively

leverage social media to support their students remains an under-researched aspect of the field.

Technology presents opportunities for counselors to expand access to students, and to connect students to more resources without relying on counselors to do the heavy lifting. For example, the proliferation of online college dashboards, such as those produced by Hamilton College and Goodwin College, provide comparative data on universities and indicate a possible trend of technology's increasing influence on student's decision-making processes.²²⁰ However, data on student usage rates, including by demographics, are limited, so it is difficult to assess the impact of this technology on students or the counseling field. With little input and research from the counseling profession, however, it is difficult to gauge to what extent technology and digital resources could affect the counseling profession.

Leadership and Advocacy

Though school counselors do not play a core instructional role in most schools, they may be well-positioned to have access to and involve teachers, administrators, parents and support services that shape a student's academic experience. Consequently, some school counselors could be well-positioned to be school leaders and student advocates capable of shaping each student's educational experience. When a 2009 survey asked 49 counselors about the relative importance of 40 leadership characteristics, counselors' responses were largely mixed and depended significantly on the demographics of their school. The survey suggests that leadership trends and attitudes in the counseling profession are not consistent.²²¹ Other research has assessed the leadership practices of school counselors, finding that age, experience, size of school population and professional licensure all predicted the leadership practices of school counselors. Most notably, older and more experienced counselors were more likely to report taking on leadership roles in their schools.²²² How these leaders are developed, the role and extent of their leadership and its effect on student success has not been thoroughly studied. Counselor leadership is widely regarded as having potential to impact school reform, yet it has not been documented or

216 Van Horn, S. M. & Myrick, R. D. (2001). Computer Technology and the 21st Century School Counselor. *Professional School Counseling*, 5(2), 124–130.

217 Jencius, M. & Paez, S. (2003). Converting Counselor Luddites: Winning Over Technology-Resistant Counselors. *Cybercounseling and Cyberlearning: An Encore*. Austin, TX: *Pro-Ed*, 81–114.

218 Finnegan, C. L. et al (2007). Technology in the College Admission Process: Impact on Process, Professionals and Institutions. National Association for College Admission Counseling.

219 StudentPoll. "Social Networking Sites and College Bound Students." Volume 7: Issue 2. The College Board and Art & Science Group. Retrieved from: <http://professionals.collegeboard.com/data-reports-research/trends/studentpoll/social-networking>

220 Hamilton College Dashboard Indicators 2010/2011. Retrieved from: https://my.hamilton.edu/college/institutional_research/Dashboard%20December%202010.pdf; Goodwin College Key Indicators. Retrieved from: <http://goodwincollegedashboard.com/DashBoard.swf>

221 Janson, C. (2009). High School Counselors' Views of Their Leadership Behaviors: A Methodology Study. *Professional School Counseling*, 13(2), 86–97.

222 Mason, E. C. M. & McMahon, H. G. (2009). Leadership Practices of School Counselors. *Professional School Counseling*, 13(2), 107–115.

studied sufficiently to be a practical recourse for schools and educators.

Counselors have shown that they can function as effective advocates for students and provide leadership in initiating conversations among students, families and schools.²²³ It follows that these conversations can lead to the addition of support services or other resources that might help students, families and teachers to improve the educational services received by students. The existence and persistence of the achievement gap at the secondary and postsecondary levels necessarily involves counselors.²²⁴ To achieve better educational equity, counselors could play a central role in advocating for the needs of students and mobilizing the common support of the school, family and community.²²⁵ Counselors could minimize barriers to students' academic success by increasing effective school-family communication and the effective use of data, collaboration and leadership.²²⁶ Counselors are often in a unique position that allows them to view the totality of a student's school and life circumstances and enables them to advocate for the overall needs of the student and to improve student outcomes.

The Role of Philanthropy

Each year, millions of philanthropic dollars are invested in education. Grantmakers for Education (GFE), the nation's largest network of education funders, produces an annual report that outlines trends in this field. This report represents the priorities of private foundations, family foundations, corporate giving programs and community foundations. *Benchmarking 2010*, the most recent report available, assessed responses from 164 education grant-making organizations and showed that the top priorities of funders often align with the role of the school counselor. These priorities included: "increasing outcomes and opportunities for the most disadvantaged;" "investing in education's human capital;" and "reforming school systems to promote college

and career-readiness."²²⁷ However, specific investments did not highlight the role of school counselors, though the role of school and district leadership, as well as teachers, was discussed. Furthermore, a keyword search in the Foundation Directory, which maintains data on nearly 100,000 foundations, corporate donors, and grant-making public charities in the United States and 2.1 million of their recent grants, yielded far fewer results for "school counselors" (15 grants) than for other education-related terms (for example, 4,547 grants for "teachers" and 377 for "principals").²²⁸ Nonetheless, the counseling field has designed and implemented new programs through the "significant financial and organizational support from private foundations,"²²⁹ and some national foundations have prioritized funding for school counselors, including the MetLife Foundation's investment in the National Center for Transforming School Counselors and the AT&T Foundation, which is funding this report.

223 American School Counselor Association. (1997). Position Statement: Comprehensive Programs. American School Counselor Association. Retrieved from: http://www.elcosd.org/ms/guide_health/elco/Position%20Statement.pdf

224 Bemak, F. & Chung, R. (2005). Advocacy as a Critical Role for Urban School Counselors: Working Toward Equity and Social Justice. *Professional School Counseling*, 8(3), 196–202. Feb. 2005.

225 Amatea, E., & West-Olatunji, C. (2007). Joining the Conversation About Educating Our Poorest Children: Emerging Leadership Roles for School Counselors in High-Poverty Schools. *Professional School Counseling*, 11(2), 81–89.

226 House, R. & Hayes, R. L. (2002). School Counselors: Becoming Key Players in School Reform. *Professional School Counseling*, 5(4), 249–256.

227 Grantmakers for Education. (2010). *Benchmarking 2010: Trends in Education Philanthropy*. Grantmakers for Education.

228 The search terms, "school counselors," "teachers," and "principals" were entered separately at <http://fconline.foundationcenter.org/> on July 17, 2011

229 Paisley, P. O. & Hayes, R. L. (2003). School Counseling in the Academic Domain: Transformations in Preparation and Practice. *Professional School Counseling*, 6(3), 198–204.

Conclusion

The professional research, studies, surveys, handbooks and associations that inform the counseling field depict a profession that cares passionately about its students. Research shows that school counselors tend to be thoughtful and well-meaning individuals who work hard to serve the best interests of their students. However, the body of information on school counseling consistently shows a field that struggles with role definition and efficacy and that is inconsistently integrated into the larger education reform agenda. Further, the research is particularly limited around two core fields: the development of counseling as a profession and the role of counselors in the educational system. It is also lacking in the areas of technology, accountability and the role of counselors with regard to the achievement gap and as leaders in the education system.

Despite the limited and often uneven research, it is apparent that in the best cases, counselors create dynamic systems that support student success in school and in life. However, there is a linkage missing between what we know counselors can do and what they are enabled to do on a broad scale. The research presented in this literature and landscape review reveals that counselors have the potential to place themselves at the crossroads of two key challenges facing our nation. First, the high school and college completion crisis means that there is a chasm between the hopes of many students and the futures they likely face. Second, the gap between 21st-century labor-market needs and current student preparedness means the nation's economic reality is lagging behind its potential. The services that counselors provide could potentially address both of these gaps. Counselors have the potential to place themselves in the center of the education reform movement as an important and highly leveraged player. The decision to step into this space could impact education research, policy, and funding, including counselor accountability in schools. Because of their unique role, counselors ultimately have the potential to significantly impact not just the future livelihood of students but also that of our nation.

Bibliography by Subject

Background

- Bridgeland, J. M. et al. (2008). *One Dream, Two Realities: Perspectives of Parents on America's High Schools*. Civic Enterprises.
- Bridgeland, J. M. et al. (2006). *The Silent Epidemic: Perspective of High School Dropouts*. Civic Enterprises.
- Deloitte. (2009). *Education Survey Overview: Redefining High School as a Launch Pad*. Deloitte.
- McGannon, W. (2005). *The Current Status of School Counseling Outcome Research*. National Center for School Counseling Outcome Research.
- Mortenson, T. (2008). "Postsecondary Opportunity." The National Center for Higher Education Management Systems. Retrieved from: <http://www.higheredinfo.org/dbrowser/index.php?submeasure=62&year=2008&level=nation&mode=data&state=0>
- National Association for College Admission Counseling. (2008). Counseling Trends Survey.
- National Center for Education Statistics. (2008). "Common Core of Data." U.S. Department of Education Institute of Education Sciences.
- National Center for Education Statistics. (2009). "Common Core of Data." U.S. Department of Education Institute of Education Sciences.
- National Center for Education Statistics. (2009). *Digest of Education Statistics: 2009*. U.S. Department of Education Institute of Education Sciences.
- National Center for Education Statistics. (2009). "Table 201: Recent High School Completers and Their Enrollment in College." U.S. Department of Education Institute of Education Sciences. Retrieved from: http://nces.ed.gov/programs/digest/d09/tables/dt09_201.asp?referrer=list
- National Center for Education Statistics. (2009). "Table 331: Graduation Rates of First-Time Postsecondary Students Who Started as Full-Time Degree-Seeking Students." U.S. Department of Education Institute of Education Sciences. Retrieved from: http://nces.ed.gov/programs/digest/d09/tables/dt09_331.asp?referrer=report
- Payton, J. et al. (2008). *The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth Grade Students*. Collaborative for Academic, Social, and Emotional Learning.
- Schimmel, C. (2008). "School Counseling: A Brief Historical Overview." West Virginia Department of Education. Retrieved from: <http://wvde.state.wv.us/counselors/history.html>
- U.S. Department of Labor. (2011). "Counselors." Bureau of Labor Statistics Occupational Outlook Handbook, 2010–2011. Retrieved from: <http://www.bls.gov/oco/ocos067.htm>
- U.S. Department of Labor. (2011). "Education Administrators." Bureau of Labor Statistics Occupational Outlook Handbook, 2010–2011. Retrieved from: <http://www.bls.gov/oco/ocos007.htm>
- U.S. Department of Labor. (2011). "Teachers—Kindergarten, Elementary, Middle, and Secondary." Bureau of Labor Statistics Occupational Outlook Handbook, 2010–2011. Retrieved from: <http://www.bls.gov/oco/ocos318.htm>

The Role of the Counselor

- Amatea, E. S. & Clark, M. A. (2010). Changing Schools, Changing Counselors: A Qualitative Study of School Administrators' Conceptions of the School Counselor Role. *Professional School Counseling*, 9(1), 16–27.
- American School Counselor Association. (2005). *School Counseling Principles: Foundations and Basics*. American School Counselor Association.
- Baker, S. B. & Gerler, E. R., Jr. (2004). *School Counseling for the Twenty-First Century, Fourth Edition*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Clinedinst, M. E. & Hawkins, D. A. (2009). *2009 State of College Admission*. National Association for College Admission Counseling.
- Erford, B. T. (2003). *Transforming the School Counseling Profession*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Fitch, T. & Marshall, J. (2004). What Counselors Do in High-Achieving Schools: A Study on the Role of the School Counselor. *Professional School Counseling*, 7(3), 172–177.

- Gysbers, N. C. & Henderson, P. (2000). *Developing and Managing Your School Guidance Program, Third Edition*. Alexandria, VA: American Counseling Association.
- McMahon, H. G. et al. (2010). School Counselor Educators as Educational Leaders Promoting Systemic Change. *Professional School Counseling*, 13(2), 116–124.
- Montiero-Leitner, J. et al. (2010). The Role of the Rural School Counselor: Counselor, Counselor-in-Training, and Principal Perceptions. *Professional School Counseling*, 9(3), 248–251.
- Myrick, R. D. (1993). *Developmental Guidance and Counseling: A Practical Approach, Second Edition*. Minneapolis, MN: Educational Media Corporation.
- National Center for Education Statistics. (2009). "Common Core of Data." U.S. Department of Education Institute of Education Sciences.
- Paisley, P. O. & McMahon, H.G. (2001). School Counseling for the 21st Century: Challenges and Opportunities. *Professional School Counseling*, 5(2), 106–115.
- Parsad, B. et al. (2003). *High School Guidance Counseling: E.D. Tabs*. National Center for Education Statistics.
- Reiner, S. M. et al. (2010). Teacher Perceptions of the Professional School Counselor Role: A National Study. *Professional School Counseling*, 12(5), 324–332.
- Schimmel, C. (2008). "School Counseling: A Brief Historical Overview." West Virginia Department of Education. Retrieved from: <http://wvde.state.wv.us/counselors/history.html>
- Sink, C. A. (2005). *The Contemporary School Counselor: Theory, Research, and Practice*. Boston, MA: Houghton Mifflin.
- The Joyce Ivy Foundation. (2009). *Converting High School Achievement into Adult Opportunity: The School Counselor Role and Beyond*. The Joyce Ivy Foundation.
- The Joyce Ivy Foundation. (2008). *The Eleven-Month Challenge: 22 Recommendations for Improving the Transition from High School to College*. The Joyce Ivy Foundation.
- Bore, S. K. et al. (2010). School Counselors' Experiential Training in Group Work. *Journal of School Counseling*, 8(26).
- Brott, P. E. (2006). Counselor Education Accountability: Training the Effective Professional School Counselor. *American School Counselor Association*, 10(2), 179–188.
- Coker, K. & Schrader, S. (2004). Conducting a School-Based Practicum: A Collaborative Model. *Professional School Counseling*, 7(4), 263–267.
- Hayes, R. L. & Paisley, P. O. (2002). Transforming School Counselor Preparation Programs. *Theory into Practice*, 41(3), 169–176.
- Jackson, C. M. et al. (2002). Inducting the Transformed School Counselor into the Profession. *Theory into Practice*, 41(3), 177–185.
- Lochman, John E. et al. (2009). Dissemination of the Coping Power Program: Importance of Intensity of Counselor Training. *Journal of Consulting and Clinical Psychology*, 77(3), 397–409.
- Lockard, F. W., III. (2009). Perceived Leadership Preparation in Counselor Education Doctoral Students Who Are Members of the American Counseling Association in CACREP-Accredited Programs: A Survey Examining the Next Generation of Leaders in the Profession. Dissertation, University of Toledo.
- Perusse, R. & Goodnough, G. E. (2005). Elementary and Secondary School Counselors' Perceptions of Graduate Preparation Programs: A National Study. *Counselor Education and Supervision*, 45(2), 109–118.
- Portman, T. A. A. (2002). "'The Opportunity Was There!' A Qualitative Study of Early-Entrant School Counselors." *Professional School Counseling*, 6(1), 61–70.
- Stein, D. M. & DeBerard, S. (2010). Does Holding a Teacher Education Degree Make a Difference in School Counselors' Job Performance? *Journal of School Counseling*, 8(25).

Certification and Licensing

Preservice Training

- American School Counselor Association. (2005). *School Counseling Principles: Foundations and Basics*. American School Counselor Association.
- Agnew, T. et al. (2002). Peer Group Clinical Supervision Program Fosters Confidence and Professionalism. *Professional School Counseling*, 4(1), 6–12.
- American School Counselor Association. (2005). *School Counseling Principles: Foundations and Basics*. American School Counselor Association.

- American School Counselor Association. (2010). "State Certification Requirements." American School Counselor Association. Retrieved from: <http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=242>
- Baker, S. B. (1994). Mandatory Teaching Experience for School Counselors: An Impediment to Uniform Certification Standards for School Counselors. *Counselor Education and Supervision*, 33(4), 314–326.
- Baker, S. B. & Herr, E. L. (1976). Can We Bury the Myth? Teaching Experience for the School Counselor. *National Association of Secondary School Principals Bulletin*, 60(403), 114–118.
- Beale, A. V. & McCay, E. (2001). Selecting School Counselors: What Administrators Should Look for in Prospective Counselors. *The Clearing House*, 74(5), 257–260.
- Borders, L. D. & Usher, C. H. (1992). Post-Degree Supervision: Existing and Preferred Practices. *Journal of Counseling and Development*, 70(5), 594–599.
- Bradley, F. O., Ed. (1991). *Credentialing in Counseling*. Alexandria, VA: American Association for Counseling and Development.
- Crutchfield, L. B. & Hips, E. S. (1997). Impact of Two Clinical Peer Supervision Models on Practicing School Counselors. *Journal of Counseling and Development*, 75(3), 219–230.
- Finkelstein, D. (2009). *A Closer Look at the Principal-Counselor Relationship: A Survey of Principals and Counselors*. New York, NY: The College Board.
- Ladany, N. & Bradley, L. J., Eds. (2010). *Counselor Supervision*. New York, NY: Taylor and Francis Group.
- Olson, M. J. & Allen, D. N. (1993). Principals' Perceptions of the Effectiveness of School Counselors With and Without Teaching Experience. *Counselor Education and Supervision*, 33(1), 10–21.
- Quarto, C. J. (1999). Teachers' Perceptions of School Counselors With and Without Teaching Experience. *Professional School Counseling*, 2(5), 378–383.
- Randolph, D. L. & Masker, T. (1997). Teacher Certification and the Counselor: A Follow-Up Survey of School Counselor Certification Requirements. *ACES Spectrum*, 57(4), 6–8.
- Smith, S. L. (2001). Teaching Experience for School Counselors: Counselor Educators' Perceptions. *Professional School Counseling*, 4(3), 216–225.
- Stein, D. M. & DeBerard, S. (2010). Does Holding a Teacher Education Degree Make a Difference in School Counselors' Job Performance? *Journal of School Counseling*, 8(25).
- Studer, J. R. & Oberman, A. (2006). The Use of the ASCA National Model in Supervision. *Professional School Counseling*, 10(1), 82–87.

Hiring and Oversight

- Agnew, T. et al. (2002). Peer Group Clinical Supervision Program Fosters Confidence and Professionalism. *Professional School Counseling*, 4(1), 6–12.
- Beale, A. V. & McCay, E. (2001). Selecting School Counselors: What Administrators Should Look for in Prospective Counselors. *The Clearing House*, 74(5), 257–260.
- Borders, L. D. & Usher, C. H. (1992). Post-Degree Supervision: Existing and Preferred Practices. *Journal of Counseling and Development*, 70(5), 594–599.
- Crutchfield, L. B. & Hips, E. S. (1997). Impact of Two Clinical Peer Supervision Models on Practicing School Counselors. *Journal of Counseling and Development*, 75(3), 219–230.
- Dykeman, C., Ed. (1998). Maximizing School Guidance Program Effectiveness: *A Guide for School Administrators & Program Directors*. Greensboro, NC: University of North Carolina at Greensboro.
- Ladany, N. & Bradley, L. J., Eds. (2010). *Counselor Supervision*. New York, NY: Taylor and Francis Group.
- Studer, J. R. & Oberman, A. (2006). The Use of the ASCA National Model in Supervision. *Professional School Counseling*, 10(1), 82–87.
- Thompson, J. M. & Moffett, N. L. (2010). Clinical Preparation and Supervision of Professional School Counselors. *Journal of School Counseling*, 8(30).

In-Service Training

- American School Counselor Association. (2010). "Continuing Education Requirements." American School Counselor Association. Retrieved from: <http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=243>

Clinedinst, M. E. & Hawkins, D. A. (2010). *2010 State of College Admission*. National Association for College Admission Counseling.

Janson, C. (2010). Stretching Leadership: A Distributed Perspective for School Counselor Leaders. *Professional School Counseling*, 13(2), 98–106.

National Association for College Admission Counseling. (2008). *Counseling Trends Survey*.

Professional Organizations

American Counseling Association. <http://www.counseling.org/>

American School Counselor Association.
<http://www.schoolcounselor.org/>

American School Counselor Association. (2005). *School Counseling Principles: Foundations and Basics*. American School Counselor Association.

American School Counselor Association. (2005). *The ASCA National Model: A Framework for School Counseling Programs*. American School Counselor Association.

Center for School Counseling Outcome Research and Evaluation at the University of Massachusetts Amherst School of Education. <http://www.umass.edu/schoolcounseling/>

National Association for College Admission Counseling.
<http://www.nacacnet.org/>

National Office for School Counselor Advocacy. (2010). *Eight Components of College and Career Readiness Counseling*. New York, NY: The College Board.

National Office for School Counselor Advocacy. (2010). *School Counselor Strategic Planning Tool*. New York, NY: The College Board.

National Office for School Counselor Advocacy. (2008). *Ten Effective Counseling Practices from the College Board's Inspiration Award Schools*. New York, NY: The College Board.

National Office for School Counselor Advocacy, College Board Advocacy and Policy Center. <http://advocacy.collegeboard.org/college-preparation-access/national-office-school-counselor-advocacy-nosca/>

Pathways to College Network.
<http://www.pathwaystocollege.net/>

Accountability and Standards

American School Counselor Association. (2005). *School Counseling Principles: Foundations and Basics*. American School Counselor Association.

American School Counselor Association. (2005). *The ASCA National Model: A Framework for School Counseling Programs*. American School Counselor Association.

Dahir, C. A. & Stone, C. B. (2003). Accountability as a M.E.A.S.U.R.E. of the Impact School Counselors Have on Student Achievement. *Professional School Counseling*, 6(3), 214–220.

Dahir, C. A. & Stone, C. B. (2009). School Counselor Accountability: The Path to Social Justice and Systemic Change. *Journal of Counseling & Development*, 87(1), 12–20.

Dahir, C. A. & Stone, C. B. (2012). *The Transformed School Counselor, Second Edition*. Belmont, CA: Brooks/Cole.

Eschenauer, R. & Chen-Hayes, S. F. (2005). The Transformative Individual School Counseling Model: An Accountability Model for Urban School Counselors. *Professional School Counseling*, 8(3), 244–248.

Gysbers, N. C. (2004). Comprehensive Guidance and Counseling Programs: The Evolution of Accountability. *Professional School Counseling*, 8(1), 1–14.

Isaacs, M. L. (2003). Data-Driven Decision Making: The Engine of Accountability. *Professional School Counseling*, 6(4), 288–295.

McGannon, W. (2005). *The Current Status of School Counseling Outcome Research*. National Center for School Counseling Outcome Research.

Myrick, R. D. (2003). Accountability: Counselors Count. *Professional School Counseling*, 6(3), 174–179.

No Child Left Behind Act of 2001, 20 U.S.C. § 6301. (2002). Retrieved from: <http://www.ed.gov/nclb/>

Sink, C. A. (2009). School Counselors as Accountability Leaders: Another Call for Action. *Professional School Counseling*, 13(2), 68–74.

Stone, C. B. & Dahir, C. A. (2004). *School Counselor Accountability: A M.E.A.S.U.R.E. of Student Success*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Counselors and the Educational System

Federal, State, and Local Law

- American Counseling Association, Office of Public Policy and Legislation. (2000). *Professional Counselor's Guide to Federal Law on Student Records*. American Counseling Association.
- American School Counselor Association. (2010). "School Counseling Mandates for Each State." American School Counselor Association. Retrieved from: <http://www.schoolcounselor.org/content.asp?contentid=535>
- American School Counselor Association. (2010). "State Comprehensive School Counseling Programs." American School Counselor Association. Retrieved from: <http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=280>
- American School Counselor Association. (2010). "State School Counseling Legislation." American School Counselor Association. Retrieved from: <http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=538>
- American School Counselor Association. (2010). "State School Counseling Web Sites." American School Counselor Association. Retrieved from: <http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=522>
- Cobb, N. A. (2011). *Progressing Towards the Implementation of the Tennessee Model for Comprehensive School Counseling Programs: A Study of School Counselor Priorities and Practices*. Dissertation, University of Tennessee at Chattanooga. Retrieved from: <http://proquest.umi.com/pqdlink?Ver=1&Exp=07-19-2016&FMT=7&DID=2363389271&RQT=309&attempt=1&cfc=1>
- Eilers, A. (2004). *Below the Accountability Radar Screen: What Does State Policy Say About School Counseling*. *Education Policy Analysis Archives*, 12(3).
- Eschenauer, R. & Chen-Hayes, S. F. (2005). The Transformative Individual School Counseling Model: An Accountability Model for Urban School Counselors. *Professional School Counseling*, 8(3), 244–248.
- Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. (1974). Retrieved from: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.htm>.
- Lum, C. (2003). *A Guide to State Laws and Regulations on Professional School Counseling*. American Counseling Association Office of Public Policy & Legislation.
- Murphy, K. (2011). "The End of the School Counselor?" *The Oakland Tribune*, July 19, 2011.
- No Child Left Behind Act of 2001, 20 U.S.C. § 6301. (2002). Retrieved from: www.ed.gov/nclb/
- No Child Left Behind Act of 2001, 20 U.S.C. § 6301. (2002). Subpart 2, Section 5421: Elementary and Secondary School Counseling Programs. Retrieved from: <http://www2.ed.gov/policy/elsec/leg/esea02/pg68.html>
- Remley, T. P. et al., Eds. (2003). *Ethical and Legal Issues in School Counseling, Second Edition*. Alexandria, VA: American School Counselor Association.
- U.S. Department of Education. (2011). "Education Department Budget History Table." Elementary and Secondary Education Budget History Tables. Retrieved from: <http://www2.ed.gov/about/overview/budget/history/edhistory.pdf>
- U.S. Department of Education. (2009). "Education Secretary Duncan Highlights Budget Proposals to Increase College Access and Affordability." Press Releases, February 26, 2009.
- U.S. Department of Education. (2010). "U.S. Department of Education Awards Nearly \$15 Million in Elementary and Secondary School Counseling Grants." Elementary and Secondary School Counseling Program. Retrieved from: <http://www.ed.gov/category/program/elementary-and-secondary-school-counseling-program>.

District Coordination and Planning

- Cooper, R. & Liou, D. D. (2007). The Structure and Culture of Information Pathways: Rethinking Opportunity to Learn in Urban High Schools During the Ninth Grade Transition. *The High School Journal*, 91(1), 43–56.
- Dimmitt, C. & Carey, J. (2007). Using the ASCA National Model to Facilitate School Transitions. *Professional School Counseling*, 10(3), 227–232.
- Education Commission of the States. (2009). *Middle Grades: 15 Actions Your State Can Take to Maximize Young Adolescents' Readiness for Grade 9 – and College and Careers*. *Progress of Education Reform*, 10(4).

Lapan, R. & Harrington, K. (2010). *Paving the Road to College: How School Counselors Help Students Succeed*. Center for School Counseling Outcome Research, University of Massachusetts–Amherst.

Perna, L. W. et al. (2008). The Role of College Counseling in Shaping College Opportunity: Variations Across High Schools. *Review of Higher Education*, 31(2), 131–159.

Schoolwide Coordination and Planning

Bardhoshi, G. & Duncan, K. (2009). Rural School Principals' Perceptions of the School Counselor's Role. *The Rural Educator*, 30(3), 16–24.

Beesley, D. (2004). Teachers' Perceptions of School Counselor Effectiveness: Collaborating for Student Success. *Education*, 125(2), 259–270.

Clemens, E. V. et al. (2009). Using Leader-Member Exchange Theory to Examine Principal-School Counselor Relationships, School Counselors' Role, Job Satisfaction, and Turnover Intentions. *Professional School Counseling*, 13(2), 75–85.

College Board National Office for School Counselor Advocacy. (2009). *Finding a Way: Practical Examples of How a Principal–Counselor Relationship Can Lead to Success for All Students*. The College Board.

Dollarhide, C. et al. (2007). Critical Incidents in the Development of Supportive Principals: Facilitating School Counselor–Principal Relationships. *Professional School Counseling*, 10(4), 360–369.

Farmer-Hinton, R. L. & McCullough, R. G. (2008). College Counseling in Charter High Schools: Examining the Opportunities and Challenges. *The High School Journal*, 91(4), 77–90.

Finkelstein, D. (2009). *A Closer Look at the Principal–Counselor Relationship: A Survey of Principals and Counselors*. New York, NY: The College Board.

Lapan, R. & Harrington, K. (2010). *Paving the Road to College: How School Counselors Help Students Succeed*. Center for School Counseling Outcome Research, University of Massachusetts Amherst.

Lieberman, A. (2004). Confusion Regarding School Counselor Functions: School Leadership Impacts Role Clarity. *Education*, 124(3), 552–558.

Reiner, S. M. et al. (2009). Teacher Perceptions of the Professional School Counselor Role: A National Study. *Professional School Counseling*, 12(5), 324–332.

Creating a College-Going Environment

Balfanz, R. et al. (2010). *Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic*. Civic Enterprises.

Bryan, J. et al. (2011). School Counselors as Social Capital: The Effects of High School Counseling on College Application Rates. *Journal of Counseling & Development*, 89(2), 190–199.

Bryan, J. et al. (2010). Who Sees the School Counselor for College Information? A National Study. *Professional School Counseling*, 12(4), 280–291.

Center for Education Outreach at University of California Berkeley. *College-Going Culture Rubric: The 9 Elements to Support and Encourage a College-Going Culture*. Center for Education Outreach at University of California Berkeley. Retrieved from: http://inpathways.net/college-going_assessment_rubric.pdf

Double the Numbers. (2009). "Counselor and College Access Provider Activities to Create a College-Going Culture." *Resource and Activity Book 2009*, 7–40.

Holland, N. E. & Farmer-Hinton, R. L. (2009). Leave No Schools Behind: The Importance of a College Culture in Urban Public High Schools. *The High School Journal*, 92(3), 24–43.

Jarsky, K. M. et al. (2009). Establishing a College Culture in Secondary Schools Through P–20 Collaboration: A Case Study. *Journal of Hispanic Higher Education*, 8(4), 357–373.

Lapan, R. & Harrington, K. (2010). *Paving the Road to College: How School Counselors Help Students Succeed*. Center for School Counseling Outcome Research, University of Massachusetts Amherst.

McDonough, P. (2008). *Building a College Culture: Needs, Goals, Principles, and a Case Study*. University of California Los Angeles.

Radcliffe, R. (2008). Preservice Teachers Are Creating a College Culture for At-Risk Middle School Students. *Research in Middle Level Education*, 32(4), 1–15.

- Schneider, B. (2007). *Forming a College-Going Community in U.S. Public High Schools*. The Bill & Melinda Gates Foundation.
- The College Board. (2006). *CollegeEd: Creating a College-Going Culture Guide*. New York, NY: The College Board.
- Tierney, W. G. et al. (2004). *Creating Helping Environments for College-Going: The CHEPA Check-List for Counselors*. Center for Higher Education Policy Analysis, University of Southern California.

School and College Relationships

- American Youth Policy Forum. (2009). *Linking Secondary and Postsecondary Systems: Lessons from Indiana*. American Youth Policy Forum.
- Camizzi, E. et al. (2009). Becoming “Difference Makers”: School-University Collaboration to Create, Implement, and Evaluate Data-Driven Counseling Interventions. *Professional School Counseling*, 12(6), 471–479.
- Clinedinst, M. E. & Hawkins, D. A. (2009). *2009 State of College Admission*. National Association for College Admission Counseling.
- Fitch, T. & Marshall, J. (2004). What Counselors Do in High-Achieving Schools: A Study on the Role of the School Counselor. *Professional School Counseling*, 7(3), 172–177.
- Karp, M. M. & Hughes, K. L. (2008). Supporting College Transitions Through Collaborative Programming: A Conceptual Model for Guiding Policy. *Teachers College Record*, 110(4), 838–866.
- The Joyce Ivy Foundation. (2009). *Converting High School Achievement into Adult Opportunity: The School Counselor Role and Beyond*. The Joyce Ivy Foundation.
- The Joyce Ivy Foundation. (2008). *The Eleven-Month Challenge: 22 Recommendations for Improving the Transition from High School to College*. The Joyce Ivy Foundation.

Data and Research

- Bitner, K. S. et al. (2010). Utah’s School Counseling Data Projects: A Statewide Initiative. *Professional School Counseling*, 12(6), 488–494.
- Bryan, J. A. et al. (2010). Using National Education Longitudinal Data Sets in School Counseling Research. *Counselor Education and Supervision*, 49(4), 266–279.

- Dahir, C. A. & Stone, C. B. (2012). *The Transformed School Counselor, Second Edition*. Belmont, CA: Brooks/Cole.
- Dimmitt, D. (2003). Transforming School Counseling Practice through Collaboration and the Use of Data: A Study of Academic Failure in High School. *Professional School Counseling*, 6(5), 340–349.
- Kolodinsky, P. et al. (2010). Reported Levels of Satisfaction and Frustration by Arizona School Counselors: A Desire for Greater Connections with Students in a Data-Driven Era. *Professional School Counseling*, 12(3), 193–199.
- Mason, E. C. M. & McMahon, H. G. (2009). Supporting Academic Improvement Among Eighth Graders at Risk for Retention: An Action Research Intervention. *Research in Middle Level Education Online*, 33(1), 1–5.
- Nagaoka, J. et al. (2009). *Barriers to College Attainment: Lessons from Chicago*. Consortium on Chicago School Research & Center for American Progress.

Technology

- Burt, I. et al. (2011). Addressing the Technology Gap in Counselor Education: Identification of Characteristics in Students that Affect Learning in College Classrooms. *Journal of Counselor Preparation and Supervision*, 3(1), 18–33.
- College Board. “Get Schooled College Affordability Challenge Winner Announced at Clinton Global Initiative University.” Connecting Education Policy with Experience. 11 Apr. 2011. Web. 10 Aug. 2011.
- Finnegan, C. L. et al. (2007). *Technology in the College Admission Process: Impact on Process, Professionals and Institutions*. National Association for College Admission Counseling.
- Jencius, M. & Paez, S. (2003). Converting Counselor Luddites: Winning Over Technology-Resistant Counselors. *Cybercounseling and Cyberlearning: An Encore*. Austin, TX: Pro-Ed, 81–114.
- Sabella, R. A. et al. (2010). School Counselors’ Perceived Importance of Counseling Technology Competencies. *Computers in Human Behavior*, 26(4), 609–617.
- Schiffman, Elizabeth. “Social Media’s Expanding Role in College Admissions.” May 7, 2010. <http://www.politicsdaily.com/2010/05/07/social-medias-expanding-role-in-college-admissions/>

StudentPoll. "Social Networking Sites and College Bound Students." Volume 7: Issue 2. The College Board and Art & Science Group. Retrieved from: <http://professionals.collegeboard.com/data-reports-research/trends/studentpoll/social-networking>

Van Horn, S. M. & Myrick, R. D. (2001). Computer Technology and the 21st Century School Counselor. *Professional School Counseling*, 5(2), 124–130.

Leadership and Advocacy

Amatea, E. & West-Olatunji, C. (2007). Joining the Conversation About Educating Our Poorest Children: Emerging Leadership Roles for School Counselors in High-Poverty Schools. *Professional School Counseling*, 11(2), 81–89.

American School Counselor Association. (1997). *Position Statement: Comprehensive Programs*. American School Counselor Association. Retrieved from: http://www.elcosd.org/ms/guide_health/elco/Position%20Statement.pdf

Bemak, F. & Chung, R. (2005). Advocacy as a Critical Role for Urban School Counselors: Working Toward Equity and Social Justice. *Professional School Counseling*, 8(3), 196–202.

Briggs, M. K. et al. (2010). The Girls' Leadership Experience Camp: A Parallel Process of Leadership Skill Development for School Counselors-in-Training. *Professional School Counseling*, 13(2), 125–134.

Clemens, E. V. et al. (2010). Using Leader-Member Exchange Theory to Examine Principal–School Counselor Relationship, School Counselors' Roles, Job Satisfaction, and Turnover Intentions. *Professional School Counseling*, 12(2), 75–85.

Curry, J. R. & DeVoss, J. A. (2010). Introduction to Special Issue: The School Counselor as Leader. *Professional School Counseling*, 13(2), 64–67.

House, R. & Hayes, R. L. (2002). School Counselors: Becoming Key Players in School Reform. *Professional School Counseling*, 5(4), 249–256.

Janson, C. (2009). High School Counselors' Views of Their Leadership Behaviors: A Q Methodology Study. *Professional School Counseling*, 13(2), 86–97.

Janson, C. (2010). Stretching Leadership: A Distributed Perspective for School Counselor Leaders. *Professional School Counseling*, 13(2), 98–106.

Johnson, A. F. & Perkins, G. W. (2009). What We Know About At-Risk Students: Important Considerations for Principal and Counselor Leadership. *NASSP Bulletin*, 93(2), 122–134.

Lewis, J. & Bradley, L., Eds. (2000). *Advocacy in Counseling: Counselors, Clients, & Community*. Greensboro, NC: University of North Carolina at Greensboro.

Mason, E. C. M. & McMahon, H. G. (2009). Leadership Practices of School Counselors. *Professional School Counseling*, 13(2), 107–115.

Perusse, R. & Goodnough, G. E. (2004). *Leadership, Advocacy, and Direct Services Strategies for Professional School Counselors*. Pacific Grove, CA: Brooks/Cole.

Ryan, T. et al. (2011). Response to Intervention: An Opportunity for School Counselor Leadership. *Professional School Counseling*, 14(3), 211–221.

Shillingford, M. A. & Lambie, G. W. (2010). Contribution of Professional School Counselors' Values and Leadership Practices to Their Programmatic Service Delivery. *Professional School Counseling*, 13(4), 208–217.

Singh, A. A. et al. (2010). School Counselors' Strategies for Social Justice Change: A Grounded Theory of What Works in the Real World. *Professional School Counseling*, 13(3), 135–145.

Stone, C. B. & Zirkel, P. A. (2010). School Counselor Advocacy: When Law and Ethics May Collide. *Professional School Counseling*, 13(4), 244–247.

The Role of Philanthropy

Grantmakers for Education. (2010). *Benchmarking 2010: Trends in Education Philanthropy*. Grantmakers for Education.

Paisley, P. O. & Hayes, R. L. (2003). School Counseling in the Academic Domain: Transformations in Preparation and Practice. *Professional School Counseling*, 6(3), 198–204.

Counselors and Their Students

Connecting Students to Social Supports

- Chandra, A. et al. (2010). The Impact of Parental Deployment on Child Social and Emotional Functioning: Perspectives of School Staff. *Journal of Adolescent Health, 46*(3), 218–223.
- Clark, M. A. & Breman, J. C. (2009). School Counselor Inclusion: A Collaborative Model to Provide Academic and Social-Emotional Support in the Classroom Setting. *Journal of Counseling & Development, 87*(1), 6–11.
- DuBois, D. L. et al. (2002). Effectiveness of Mentoring Programs for Youth: A Meta-Analytic Review. *American Journal of Community Psychology, 30*(2), 157–197.
- Galassi, J. P., & Akos, P. (2004). Developmental Advocacy: Twenty-First Century School Counseling. *Journal of Counseling and Development, 82*(2), 146–157.
- Griffin, D. & Steen, S. (2011). A Social Justice Approach to School Counseling. *Journal for Social Action in Counseling and Psychology, 3*(1), 74–85.
- Henry, J. et al. (2005). The School Counselor: An Essential Partner in Today's Coordinated School Health Climate. *Guidance & Counseling, 20*(3-4), 102–108.
- Herr, T., Wagner, S., & Halpern, R. (1996). *Making the Shoe Fit*. Unpublished manuscript, Project Match, Erikson Institute, Chicago, IL.
- Jenlink, P. M. (2009). *Equity Issues for Today's Educational Leaders: Meeting the Challenge of Creating Equitable Schools for All*. Lanham, MD: Rowman & Littlefield Education.
- Johnson, S. & Johnson, C. D. (2003). Results-Based Guidance: A Systems Approach to Student Support Programs. *Professional School Counseling, 6*(3), 180–185.
- Kaffenberger, C. (2006). School Reentry for Students with a Chronic Illness: A Role for Professional School Counselors. *Professional School Counseling, 9*(3), 223–231.
- Karcher, M. J. (2005). The Effects of Developmental Mentoring and High School Mentors' Attendance on Their Younger Mentees' Self-Esteem, Social Skills, and Connectedness. *Psychology in the Schools, 42*(1), 65–77.
- Lapan, R. T. et al. (2003). Helping Seventh Graders Be Safe and Successful: A Statewide Study of the Impact of Comprehensive Guidance and Counseling Programs. *Professional School Counseling 6*(3), 186–197.
- Lemberger, M. E. (2010). Advocating Student-within-Environment: A Humanistic Theory for School Counseling. *Journal of Humanistic Counseling, Education and Development, 49*(2), 131–146.
- Miller, S., & Rosenbaum, J. E. (1997). Hiring in a Hobbesian World: Social Infrastructure and Employers' Use of Information. *Work and Occupations, 24*, 498–523.
- Mmari, K. et al. (2009). When a Parent Goes Off to War: Exploring the Issues Faced by Adolescents and Their Families. *Youth and Society, 40*(4), 455–475.
- Paisley, P. O. et al. (2010). Using a Cohort Model for School Counselor Preparation to Enhance Commitment to Social Justice. *The Journal for Specialists in Group Work, 35*(3), 262–270.
- Rosenbaum, J. E. (2001). *Beyond College for All*. New York: Russell Sage.
- Rosenbaum, James and Person, Ann. (2003). Beyond College for All: Policies and Practices to Improve Transitions into College and Jobs. *Professional School Counseling, 6*(4), 252–260.
- Rosner, R. et al. (2010). A Meta-Analysis of Interventions for Bereaved Children and Adolescents. *Death Studies, 34*(2), 9–136.
- Savtiz-Romer, M. et al. (2009). *Removing Roadblocks to Rigor: Linking Academic and Social Supports to Ensure College Readiness and Success*. Pathways to College Network.
- Thomas, D. V. & Looney, S. (2004). Effectiveness of a Comprehensive Psycho-Educational Intervention with Pregnant and Parenting Adolescent. *Journal of Child and Adolescent Psychiatric Nursing, 17*(2), 66–77.
- U.S. Department of Health and Human Services Office of Women's Health. (2000). *Bodywise: Eating Disorder Information for Middle School Personnel*. U.S. Department of Health and Human Services.

School Violence, Bullying, and Student Welfare

- Brinson, J. A. et al. (2004). Cross-Cultural Conflict Resolution in the Schools: Some Practical Intervention Strategies for Counselors. *Journal of Counseling and Development, 82*(3), 294–301.

- Chandra, A. et al. (2010). The Impact of Parental Deployment on Child Social and Emotional Functioning: Perspectives of School Staff. *Journal of Adolescent Health, 46*(3), 218–223.
- Cohn, A. & Canter, A. (2003). *Bullying: Facts for Schools and Parents*. National Association of School Psychologists.
- Cook, C. R. et al. (2010). Predictors of Bullying and Victimization in Childhood and Adolescence: A Meta-Analytic Investigation. *School Psychology Quarterly, 25*(2), 65–83.
- Cornell, D. & Mehta, S. B. (2011). Counselor Confirmation of Middle School Student Self-Reports of Bullying Victimization. *Professional School Counseling, 14*(4), 261–270.
- D'Andrea, M. (2004). Comprehensive School-Based Violence Prevention Training: A Developmental-Ecological Training Model. *Journal of Counseling and Development, 82*(3), 277–286.
- Daniels, J. A. et al (2010). A Qualitative Investigation of Averted School Shooting Rampages. *The Counseling Psychologist, 38*(1), 69–95.
- Department of Health and Human Services, Office on Women's Health. (2000). *Bodywise: Eating Disorder Information for Middle School Personnel*. U.S. Department of Health and Human Services.
- Frey, K. S. et al. (2005). Reducing Playground Bullying and Supporting Beliefs: An Experimental Trial of the Steps to Respect Program. *Developmental Psychology, 41*(3), 479–491.
- Graham, S. (2010). What Educators Need to Know About Bullying Behaviors. *Phi Delta Kappan, 92*(1), 66–69.
- Gregory, A. et al. (2010). Authoritative School Discipline: High School Practices Associated With Lower Bullying and Victimization. *Journal of Educational Psychology, 102*(2), 483–496.
- Gregory, A. et al. (2010). The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin? *Educational Researcher, 39*(1), 59–68.
- Hay, I. et al. (2000). Evaluation of a Conflict-Resolution and Problem-Solving Program to Enhance Adolescents' Self-Concept. *British Journal of Guidance & Counseling, 28*(1), 101–113.
- Henry, J. et al. (2005). The School Counselor: An Essential Partner in Today's Coordinated School Health Climate. *Guidance & Counseling, 20*(3), 102–108.
- Hirschfeld, P. J. & Celinska, K. (2011). Beyond Fear: Sociological Perspectives on the Criminalization of School Discipline. *Sociology Compass, 5*(1).
- Johnson, J. L. et al. (2006). Effective Counseling Strategies for Supporting Long-Term Suspended Students. *Professional School Counseling, 9*(3), 261–264.
- Kaffenberger, C. (2006). School Reentry for Students with a Chronic Illness: A Role for Professional School Counselors. *Professional School Counseling, 9*(3), 223–231.
- Konishi, C. & Hymel, S. (2009). Bullying and Stress in Early Adolescence: The Role of Coping and Social Support. *The Journal of Early Adolescence, 29*(3), 333–356.
- Lapan, R. T. et al. (2003). Helping Seventh Graders Be Safe and Successful: A Statewide Study of the Impact of Comprehensive Guidance and Counseling Programs. *Professional School Counseling 6*(3), 186–197.
- Lee, C. (2001). Culturally Responsive School Counselors and Programs: Addressing the Needs of All Students. *Professional School Counseling, 4*(4), 163–171.
- Merrell, K. W. et al. (2008). How Effective Are School Bullying Intervention Programs? A Meta-Analysis of Intervention Research. *School Psychology Quarterly, 23*(1), 26–42.
- Mmari, K. et al. (2009). When a Parent Goes Off to War: Exploring the Issues Faced by Adolescents and Their Families. *Youth and Society, 40*(4), 455–475.
- Newgent, R. A. et al. (2009). Differential Perceptions of Bullying in the Schools: A Comparison of Student, Parent, Teacher, School Counselor, and Principal Reports. *Journal of School Counseling, 7*(38).
- Novick, R. M. & Isaacs, J. (2010). Telling is Compelling: The Impact of Student Reports of Bullying on Teacher Intervention. *Educational Psychology, 30*(3), 283–296.
- Osher, D. et al. (2010). How Can We Improve School Discipline? *Educational Researcher, 39*(1), 48–58.
- Park-Higgerson, H.-K. (2008). The Evaluation of School-Based Violence Prevention Programs: A Meta-Analysis. *The Journal of School Health, 78*(9), 465–479.

- Rosner, R. et al. (2010). A Meta-Analysis of Interventions for Bereaved Children and Adolescents. *Death Studies*, 34(2), 99–136.
- Sandhu, D. S. (2000). Alienated Students: Counseling Strategies to Curb School Violence. *Professional School Counseling*, 4(2), 81–85.
- Sandhu, D. S. & Aspy, C. B. (2000). *Violence in American Schools: A Practical Guide for Counselors*. Alexandria, VA: American Counseling Association.
- Schaefer-Schiomo, K. & Ginsberg, A. P. (2003). The Effectiveness of the Warning Signs Program in Educating Youth About Violence Prevention: A Study with Urban High School Students. *Professional School Counseling*, 7(1), 1–8.
- Smith, D. C. & Sandhu, D. S. (2004). Toward a Positive Perspective on Violence Prevention in Schools: Building Connections. *Journal of Counseling and Development*, 82(3), 287–293.
- Stanley, P. H. et al. (2004). Using an Invitational Theory of Practice to Create Safe and Successful Schools. *Journal of Counseling and Development*, 82(3), 302–309.
- Thomas, D.V. & Looney, S. (2004). Effectiveness of a Comprehensive Psycho-Educational Intervention with Pregnant and Parenting Adolescent. *Journal of Child and Adolescent Psychiatric Nursing*, 17(2), 66–77.
- Vreeman, R. C. & Carroll, A. E. (2007). A Systematic Review of School-Based Interventions to Prevent Bullying. *Archives of Pediatrics & Adolescent Medicine*, 2007. *School Psychology Quarterly*, 161(1), 78–88.
- Williams, K. R. & Guerra, N. G. (2007). Prevalence and Predictors of Internet Bullying. *Journal of Adolescent Health*, 41(6 Supplement), 14–21.
- Ybarra, M. L. et al. (2007). Examining the Overlap in Internet Harassment and School Bullying: Implications for School Intervention. *Journal of Adolescent Health*, 41(6 Supplement), 42–50.
- Family and Community Outreach**
- Bryan, J. (2010). Strengths-Based Partnerships: A School-Family-Community Partnership Approach to Empowering Students. *Professional School Counseling*, 12(2), 149–156.
- Bryan, J. A. & Griffin, D. (2010). A Multidimensional Study of School-Family-Community Partnership Involvement: School, School Counselor, and Training Factors. *Professional School Counseling*, 14(1), 75–86.
- Bryan, J. & Holcomb-McCoy, C. (2007). An Examination of School Counselor Involvement in School-Family-Community Partnerships. *Professional School Counseling*, 10(5), 441–454.
- Cicero, G. & Barton, P. (2003). "Parental Involvement, Outreach, and the Emerging Role of the Professional School Counselor." *Transforming the School Counseling Profession*, 191–207. Upper Saddle River, NJ: Merrill Prentice Hall.
- Colbert, R. (1996). The Counselor's Role in Advancing School and Family Partnerships. *The School Counselor*, 44(2), 100–104.
- Epstein, J. L. & Voorhis, F. L. (2010). School Counselors' Roles in Developing Partnerships with Families and Communities for Student Success. *Professional School Counseling*, 14(1), 1–14.
- Griffin, D. & Farris, A. (2010). School Counselors and Collaboration: Finding Resources Through Community Asset Mapping. *Professional School Counseling*, 13(5), 248–256.
- Griffin, D. & Steen, S. (2010). School-Family-Community Partnerships: Applying Epstein's Theory of the Six Types of Involvement to School Counselor Practice. *Professional School Counseling*, 13(4), 218–226.
- Houtenville, A. J. & Conway, K. S. (2007). Parental Effort, School Resources, and Student Achievement. *The Journal of Human Resources*, 43(2), 437–453.
- National Association for College Admission Counseling. (2010). *Guiding the Way to Higher Education: Families, Counselors, and Communities Together*. National Association for College Admission Counseling.
- O'Callaghan, J. B. (1993). *School-Based Collaboration with Families: Constructing Family-School-Agency Partnerships that Work*. San Francisco, CA: Jossey-Bass.

Suárez-Orozco, C. & Onaga, M. (2010). Promoting Academic Engagement Among Immigrant Adolescents Through School-Family-Community Collaboration. *Professional School Counseling*, 14(1), 15–26.

Walker, J. M. T. et al. (2010). Why Do Parents Become Involved in Their Children's Education? Implications for School Counselors. *Professional School Counseling*, 14(1), 27–41.

Zhang, W. (2011). *Collaborate Parental Involvement and School Counseling to Help Problematic Students*. Final research paper, University of Maryland.

Career Exploration and Readiness

Association for Career and Technical Education (2003). *The Role of the Guidance Profession in a Shifting Education System*. Author.

Bridgeland, J. et al. (2011). *Across the Great Divide: Perspectives of CEOs and College Presidents on America's Higher Education and Skills Gap*. Civic Enterprises.

Chaplain, D. et al. (2010). *Roads to Success: Estimated Impacts of an Education and Career Planning Program During Middle School*. Princeton, NJ: Mathematica Policy Research.

de Cos, P. L. & Chan, J. (2009). *The Careers Project: School Survey of Middle and High School Principals and Counselors in California*. California Research Bureau.

Duys, D. K. et al. (2008). Career Counseling in a Volatile Job Market: Tiedeman's Perspective Revisited. *Career Development Quarterly*, 56(3), 232–241.

Gysbers, N. C. & Lapan, R. T. (2009). *Strengths-Based Career Development for School Guidance and Counseling Programs*. Chelsea, MI: Counseling Outfitters, LLC.

Kemple, J. & Scott-Clayton, J. (2004). *Career Academies: Impacts on Labor Market Outcomes and Educational Attainment*. MDRC.

McDonough, P. (2005). *Counseling and College Counseling in America's High Schools*. National Association for College Admission Counseling.

McWhirter, E.H. et al. (2000). The Effects of High School Career Education on Social-Cognitive Variables. *Journal of Counseling Psychology*, 47(3), 330–335.

Niles, S. G. & Harris-Bowlsbey, J. (2008). *Career Development Interventions in the 21st Century, Third Edition*. Upper Saddle River, NJ: Merrill Prentice Hall.

Osborn, D. S. & Baggerly, J. N. (2004). School Counselors' Perceptions of Career Counseling and Career Testing: Preferences, Priorities, and Predictors. *Journal of Career Development*, 31(1), 45–59.

Rosenbaum, J. & Person, A. (2003). Beyond College for All: Policies and Practices to Improve Transitions into College and Jobs. *Professional School Counseling*, 6(4) 252–260.

Schwartz, R. (2011). *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century*. Harvard Graduate School of Education.

Tang, M. et al. (2008). Factors Influencing High School Students' Career Aspirations. *Professional School Counseling*, 11(5), 285–295.

Trusty, J. et al. (2005). Education-Career Planning and Middle School Counselors. *Professional School Counseling*, 9(2), 136–143.

College Application Process

Avery, C. & Kane, T. (2004). Student Perceptions of College Opportunities: The Boston COACH Program. *College Choices: The Economics of Where to Go, When to Go, and How to Pay For It*. Chicago, IL: University of Chicago Press, 355–394.

Bryan, J. et al. (2009). Who Sees the School Counselor for College Information? A National Study. *Professional School Counseling*, 12(4), 249–265

Chapman, D.W., DeMasi, M.E., and O'Brien, C.J. (1991). Parent Perceptions of the Effectiveness of Public School Counselors in College Advising. *The School Counselor*, 38, 268–278.

Clinedinst, M. E. & Hawkins, D. A. (2009). *2009 State of College Admission*. National Association for College Admission Counseling.

Fallon, M. (1997). The School Counselor's Role in First Generation Students' College Plans. *The School Counselor*, 44(5), 384–394.

Gibbons, M. et al. (2006). Career and College Planning Needs of Ninth Graders—As Reported by Ninth Graders. *Professional School Counseling*, 10(2), 168–178.

- Hill, D. (2008). School Strategies and the “College-Linking” Process: Reconsidering the Effects of High Schools on College Enrollment. *Sociology of Education*, 81(1), 53–76.
- Hossler, D. et al. (1998). *Going to College: How Social, Economic, and Educational Factors Influence the Decisions Students Make*. Baltimore, MD: John Hopkins University Press.
- Hurtado, M. T. & Guavain, M. (1997). Acculturation and Planning for College Among Youth of Mexican Descent. *Hispanic Journal of Behavioral Sciences*, 19(4), 506–516.
- Johnson, J. et al. (2005). *Life After High School: Young People Talk About Their Hopes and Prospects*. Public Agenda.
- Johnson, J. & Rochkind, J. (2010). *Can I Get A Little Advice Here? How an Overstretched High School Guidance System Is Undermining Students’ College Aspirations*. Public Agenda.
- Johnson, J. & Rochkind, J. (2009). *With Their Whole Lives Ahead of Them: Myths and Realities About Why So Many Students Fail to Finish College*. Public Agenda.
- Kimura-Walsh, E. et al. (2009). Achieving the College Dream? Examining Disparities in Access to College Information Among High Achieving and Non-High Achieving Latina Students. *Journal of Hispanic Higher Education*, 8(3), 298–315.
- King, J. E. (1996). *Improving the Odds: Factors That Increase the Likelihood of Four-Year College Attendance Among High School Seniors*. New York, NY: The College Board.
- King, J. E. (1996). *The Decision to Go to College: Attitudes and Experiences Associated with College Attendance Among Low-Income Students*. New York, NY: The College Board.
- Luna de la Rosa, M. (2006). Is Opportunity Knocking?: Low-Income Students’ Perceptions of College and Financial Aid. *American Behavioral Scientist*, 49(12), 1670–1686.
- MacAllum, K. et al. (2007). *Deciding on Postsecondary Education*. National Postsecondary Education Cooperative.
- McDonough, P. M. (1997). *Choosing Colleges: How Social Class and Schools Structure Opportunity*. Albany, NY: State University of New York Press.
- McDonough, P. (2005). *Counseling and College Counseling in America’s High Schools*. National Association for College Admission Counseling.
- Militello, M. et al. (2006). *What School Counselors Do to Affect College Preparation and Application Rates of Low-Income Students in High Schools that are Nationally Recognized for High Performance*. Amherst, MA: National Center for School Counseling Outcome Research.
- National Association for College Admission Counseling. (2008). *Guiding the Way to Higher Education: Step by Step to College Workshops for Students*. National Association for College Admission Counseling.
- National Center for Education Statistics. (2009). *High School Longitudinal Study of 2009*. U.S. Department of Education Institute of Education Sciences. Retrieved from: <http://nces.ed.gov/surveys/hsls09/>
- Perez, P. A. & McDonough, P. M. (2008). Understanding Latina and Latino College Choice: A Social Capital and Chain Migration Analysis. *Journal of Hispanic Higher Education*, 7(3), 249–265.
- Perna, L. et al. (2008). The Role of College Counseling in Shaping College Opportunity: Variations Across High Schools. *The Review of Higher Education*, 31(2), 131–159.
- Plank, S. B. & Jordan, W. J. (2001). Effects of Information, Guidance, and Actions on Postsecondary Destinations: A Study of Talent Loss. *American Educational Research Journal*, 38(4), 947–979.
- Roderick, M. et al. (2008). *From High School to the Future: Potholes on the Road to College*. Consortium on Chicago School Research.
- Rosenbaum, J. et al. (1996). Gatekeeping in an Era of More Open Gates: High School Counselors’ Views of Their Influence on Students’ College Plans. *American Journal of Education*, 104(4), 257–279.
- The College Board. (2009). *The College Counseling Sourcebook: Advice and Strategies From Experienced School Counselors, Sixth Edition*. New York, NY: The College Board.
- Tierney, W. et al. (2009). *Helping Students Navigate the Path to College: What High Schools Can Do*. U.S. Department of Education Institute of Education Sciences.
- Venezia, A. & Kirst, M. W. (2005). Inequitable Opportunities: How Current Education Systems and Policies Undermine the Chances for Student Persistence and Success in College. *Educational Policy*, 19(2), 283–307.

Financial Aid and Planning

- Bettinger, E. P. et al. (2009). *Increasing Postsecondary Enrollment Among Low-Income Families: A Project to Improve Access to College Information and Financial Aid*. The FAFSA H&R Block Experiment.
- Bettinger, E. P. et al. (2009). *The Role of Simplification and Information in College Decisions: Results from the H&R Block FAFSA Experiment*. National Bureau of Economic Research.
- Cabrera, A. F. & La Nasa, S. M. (2001). On the Path to College: Three Critical Tasks Facing America's Disadvantaged. *Research in Higher Education*, 42(2), 119–150.
- Martellino, C. E. (2002). Understanding the Financial Bottom Line: Career Decisions and Money. *Thriving in Challenging and Uncertain Times*, 123–128.
- McDonough, P. M. (2005). *Counseling and College Counseling in America's High Schools*. National Association for College Admission Counseling.
- McDonough, P. M. (2004). *The Impact of Advice on Price: Evidence from Research*. The Education Resources Institute.
- McDonough, P. M. & Calderone, S. (2006). The Meaning of Money: Perceptual Differences Between College Counselors and Low-Income Families About College Costs and Financial Aid. *American Behavioral Scientist*, 49(12), 1703–1718.
- National Association for College Admission Counseling. (2007). *Balancing Acts: How High School Counselors View Risks and Opportunities of Student Loans*. National Association for College Admission Counseling.
- Pathways to College Network. (2010). *Cost Perceptions and College-Going for Low-Income Students*. Pathways to College Network.
- U.S. Department of Education. (2009). *Counselor and Mentors Handbook on Federal Student Aid: A Guide for Those Advising Students about Financial Aid for Postsecondary Education, 2009-10*. U.S. Department of Education.

The Counseling Experience for Student Subgroups

- Auwarter, A. E. & Aruguete, M. S. (2008). Counselor Perceptions of Students who Vary in Gender and Socioeconomic Status. *Social Psychology of Education*, 11(4), 389–395.
- Bruce, A. M. et al. (2009). Closing the Gap: A Group Counseling Approach to Improve Test Performance of African American Students. *Professional School Counseling*, 12(6), 450–457.
- Bryan, J. et al. (2009). Who Sees the School Counselor for College Information? A National Study. *Professional School Counseling*, 12(4), 280–291.
- Good, T. L. (1981). Teacher Expectations and Student Perceptions: A Decade of Research. *Educational Leadership*, 38(5), 415–422.
- McKinsey & Company. (2009). *The Economic Impact of the Achievement Gap in America's Schools*. McKinsey & Company.
- McKown, C. & Weinstein, R. S. (2002). Modeling the Role of Child Ethnicity and Gender in Children's Differential Response to Teacher Expectations. *Journal of Applied Social Psychology*, 32(1), 159–184.
- Trusty, J. et al. (2008). Closing Achievement Gaps: Roles and Tasks of Elementary School Counselors. *The Elementary School Journal*, 108(5), 407–421.

Promoting Student Academic Success

- Brigman, G. & Campbell, C. (2003). Helping Students Improve Academic Achievement and School Success Behavior. *Professional School Counseling*, 7(2), 91–98.
- Brigman, G. A. et al. (2007). Building Skills for School Success: Improving the Academic and Social Competence of Students. *Professional School Counseling*, 10(3), 279–288.
- Bruce, A. M. et al. (2009). Closing the Gap: A Group Counseling Approach to Improve Test Performance of African American Students. *Professional School Counseling*, 12(6), 450–457.
- College Board National Office for School Counselor Advocacy. (2010). *Eight Components of College and Career Readiness Counseling*. New York, NY: The College Board.

- Deil-Amen, R. (2010). Circumscribed Agency: The Relevance of Standardized College Entrance Exams for Low SES High School Students. *The Review of Higher Education*, 33(2), 141–175.
- Education Commission of the States. (2008). Counseling: Counseling High School Students for Postsecondary and Workplace Success. *Progress of Education Reform*, 8(3).
- Edwards, L. et al. (2010). Left Behind but Not Forgotten: School Counselors' Ability to Help Improve Reading Achievement. *Alabama Counseling Association Journal*, 35(2), 35–39.
- Holcomb-McCoy, C. (2007). *School Counseling to Close the Achievement Gap: A Social Justice Framework for Success*. Thousand Oaks, CA: Corwin Press.
- Kayler, H. & Sherman, J. (2009). At-Risk Ninth-Grade Students: A Psychoeducational Group Approach to Increase Study Skills and Grade Point Averages. *Professional School Counseling*, 12(6), 434–439.
- Linneham, F. et al. (2011). High School Guidance Counselor Recommendations: The Role of Student Race, Socioeconomic Status, and Academic Performance. *Journal of Applied Social Psychology*, 41(3), 536–558.
- Ohrt, J. H. et al. (2009). Supporting Latino and African American Students in Advanced Placement Courses: A School Counseling Program's Approach. *Professional School Counseling*, 13(1), 59–63.
- Scheel, M. J. et al. (2009). The Academic Motivation of At-Risk Students in a Counseling Prevention Program. *The Counseling Psychologist*, 37(8), 1147–1178.
- Sink, C. (2005). Fostering Academic Development and Learning: Implications and Recommendations for Middle School Counselors. *Professional School Counseling*, 9(2), 128–135.
- Snobarger, A. & Kempson, D. (2009). *The Role of the School Counselor in the New Era of RTI*. Indiana Department of Education.
- Stone, C. B. & Dahir, C. A. (2006). *The Transformed School Counselor*. Boston, MA: Houghton Mifflin Company.
- Trusty, J. (2004). *The Effects of Students' Middle-School and High School Experiences on Completion of the Bachelor's Degree: How Can School Counselors Make a Difference*. Center for School Counselor Outcome Research.
- Webb, L. et al. (2005). Linking School Counselors and Student Success: A Replication of the Student Success Skills Approach Targeting the Academic and Social Competence of Students. *Professional School Counseling*, 8(5), 407–413.
- White, S. W. & Donald, K. F. (2010). The School Counselor's Role in School Dropout Prevention. *Journal of Counseling & Development*, 88(2), 227–235

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools. For further information, visit www.collegeboard.org.

Equity & Access Policy Statement

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

The College Board Advocacy & Policy Center

The College Board Advocacy & Policy Center was established to help transform education in America. Guided by the College Board's principles of excellence and equity in education, we work to ensure that students from all backgrounds have the opportunity to succeed in college and beyond. We make critical connections between policy, research and real-world practice to develop innovative solutions to the most pressing challenges in education today.

For further information, visit advocacy.collegeboard.org.

For further information on the National Office for Student Counselor Advocacy (NOSCA), visit nosca.collegeboard.org.

Civic Enterprises

Civic Enterprises is a public policy firm that helps corporations, nonprofits, foundations, universities and governments develop and spearhead innovative public policies to strengthen our communities and country. Created to enlist the private, public and nonprofit sectors to help address our Nation's toughest problems, Civic Enterprises fashions new initiatives and strategies that achieve measurable results in the fields of education, civic engagement, health, and many more. For information about Civic Enterprises, please visit their website at www.civicerprises.net.

Hart Research

Hart Research has been one of America's leading public opinion and strategic research firms for four decades. Throughout that time, Hart has been at the forefront of identifying and understanding Americans' changing expectations, attitudes, and behaviors, and views on public policy. Hart Research's clients come from virtually every sector of society, including politics, labor unions, media, non-profit organizations, and for-profit organizations including many Fortune 500 corporations. For more information about Hart Research, please visit their website www.hartresearch.com.

© 2011 The College Board. College Board, Advanced Placement, Advanced Placement Program, AP, CollegeEd, SAT and the acorn logo are registered trademarks of the College Board. All other products and services may be trademarks of their respective owners. Visit the College Board on the Web: www.collegeboard.org